

School District of Osceola County, FL

Neptune Elementary School



2022-23 Schoolwide Improvement Plan

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Neptune Elementary School

1200 BETSY ROSS LN, Saint Cloud, FL 34769

www.osceolaschools.net

Demographics

Principal: Shannon Mahoney

Start Date for this Principal: 6/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2018-19: C (53%) 2017-18: C (50%)
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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1200 BETSY ROSS LN, Saint Cloud, FL 34769

www.osceolaschools.net

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>83%</p>

School Grades History

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

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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.

Neptune Elementary provides challenging and engaging standards-based instruction through data driven decisions, collaboration, problem solving, and a shared vision for success in a nurturing inclusive environment.

Provide the school's vision statement.

Neptune Elementary School will encourage all students to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere.

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
Hogan, Sandra	Math Coach	Literacy/Math/Science Coach <ul style="list-style-type: none"> • Coach teachers in Tier 1 instructional strategies • Collect school-wide data for team to use in determining at-risk students • Attend MTSS Team meetings • Train teachers in interventions, progress monitoring, differentiated instruction • Coach teachers in appropriate Tier 2 & 3 interventions • Participate in decisions regarding student placement in MTSS programs and levels of intervention
Swaby, Lori	Teacher, ESE	<ul style="list-style-type: none"> • Monitor ESE students • Monitor data collection process for fidelity • Review & interpret progress monitoring data • Collaborate with MTSS Team on effective instruction & specific interventions • Provide support in the collection, documentation, interpretation, and analysis of data • Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
Salinas, Ruby	ELL Compliance Specialist	<ul style="list-style-type: none"> • Monitor ELL students • Participate in the development of intervention plans • Monitor data collection process for fidelity • Review & interpret progress monitoring data • Collaborate with MTSS Team on effective instruction & specific interventions • Provide support in the collection, documentation, interpretation, and analysis of data • Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
Guasp, Dara	Instructional Coach	MTSS Coach/Guidance Counselor/Reading Specialists <ul style="list-style-type: none"> • Schedule and attend MTSS Team meetings • Maintain log of all students involved in the MTSS process • Send parent invites • Complete necessary MTSS forms • Conduct social-developmental history interviews when requested • Participate in decisions regarding student placement in MTSS programs and levels of intervention • Keep progress monitoring notes & evidence of implemented interventions

Name	Position Title	Job Duties and Responsibilities
Blake, Stephanie	Reading Coach	Literacy/Math/Science Coach <ul style="list-style-type: none"> • Coach teachers in Tier 1 instructional strategies • Collect school-wide data for team to use in determining at-risk students • Attend MTSS Team meetings • Train teachers in interventions, progress monitoring, differentiated instruction • Coach teachers in appropriate Tier 2 & 3 interventions • Participate in decisions regarding student placement in MTSS programs and levels of intervention
Mahoney, Shannon	Principal	Principal and Assistant Principal <ul style="list-style-type: none"> • Provide a common vision and language for the continued use of data-based decision making • Provide needed resources and materials to ensure optimum levels of program success • Provide or coordinate valuable and continuous professional development • Attend MTSS Team meetings to be active in the MTSS change process • Conduct classroom walk-throughs to monitor fidelity of interventions in use • Communicate consistent and clear message to parents and staff regarding MTSS plans and procedures at the site
Rodgers, Kelly	Assistant Principal	Principal and Assistant Principal <ul style="list-style-type: none"> • Provide a common vision and language for the continued use of data-based decision making • Provide needed resources and materials to ensure optimum levels of program success • Provide or coordinate valuable and continuous professional development • Attend MTSS Team meetings to be active in the MTSS change process • Conduct classroom walk-throughs to monitor fidelity of interventions in use • Communicate consistent and clear message to parents and staff regarding MTSS plans and procedures at the site
Kincade, Sabrina	Dean	<ul style="list-style-type: none"> • To assist the principal in administering school board rules. • To assist the principal in developing and administering extra-curricular programs. • To assist the principal in developing a public relations program for school. • To assist the principal in administering the attendance policies of the school.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • To supervise after school activities as assigned by the principal. • To assist the principal in providing necessary services which will give the optimal education for students. • To perform other duties as assigned by the principal

Demographic Information

Principal start date

Monday 6/1/2020, Shannon Mahoney

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.*

4

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.*

18

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

964

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

6

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

13

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	133	158	147	138	186	178	0	0	0	0	0	0	0	940
Attendance below 90 percent	1	26	12	15	25	22	0	0	0	0	0	0	0	101
One or more suspensions	1	0	3	2	1	0	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	2	1	24	13	0	0	0	0	0	0	0	40
Course failure in Math	0	0	0	2	9	12	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	45	36	0	0	0	0	0	0	0	82
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	62	47	0	0	0	0	0	0	0	110
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	5	3	35	17	0	0	0	0	0	0	0	62

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	5	0	1	1	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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	106	107	108	172	159	180	0	0	0	0	0	0	0	832
One or more suspensions	4	1	4	3	1	3	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	4	12	6	0	0	0	0	0	0	0	22
Course failure in Math	0	0	0	5	13	1	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	21	38	35	43	37	0	0	0	0	0	0	0	174

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	4	1	4	9	20	9	0	0	0	0	0	0	0	47

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	1	1	1	2	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	1	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	106	107	108	172	159	180	0	0	0	0	0	0	0	832
One or more suspensions	4	1	4	3	1	3	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	4	12	6	0	0	0	0	0	0	0	22
Course failure in Math	0	0	0	5	13	1	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	21	38	35	43	37	0	0	0	0	0	0	0	174

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	4	1	4	9	20	9	0	0	0	0	0	0	0	47

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	1	1	1	2	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	1	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	47%	48%	56%				54%	53%	57%
ELA Learning Gains	57%						53%	56%	58%
ELA Lowest 25th Percentile	42%						49%	51%	53%
Math Achievement	51%	44%	50%				56%	55%	63%
Math Learning Gains	57%						59%	59%	62%
Math Lowest 25th Percentile	47%						46%	45%	51%
Science Achievement	55%	46%	59%				55%	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	58%	51%	7%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	42%	51%	-9%	58%	-16%
Cohort Comparison		-58%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	50%	48%	2%	56%	-6%
Cohort Comparison		-42%				

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	50%	54%	-4%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	48%	53%	-5%	64%	-16%
Cohort Comparison		-50%				
05	2022					
	2019	57%	48%	9%	60%	-3%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	45%	7%	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	14	44	41	22	43	36	35				
ELL	39	54	39	41	58	53	52				
ASN	50			60							
BLK	50	68		52	52		75				
HSP	44	55	42	48	57	51	53				
MUL	70			50							
WHT	53	53		59	52		54				
FRL	40	54	44	42	53	54	44				

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	28	33	33	25	41	29	19				
ELL	31	43	38	28	32	28	21				
ASN	60			70							
BLK	35			41							
HSP	42	44	30	40	44	24	37				
WHT	64	61		54	39		54				
FRL	36	43	31	36	36	16	31				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	49	35	28	54	48	37				
ELL	34	46	52	45	66	53	40				
BLK	53	35		50	50		50				
HSP	50	52	49	52	60	47	50				
MUL	70			50							
WHT	65	63	58	65	61		73				
FRL	44	49	51	47	56	48	48				

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	52
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	56
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	55
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	59
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	51
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	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
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?

As students have settled back into a traditional school setting, NWEA and FSA data became more reliable and accurate. Student proficiency between all students and ESSA subgroups showed significant growth.

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

ESSA subgroups, specifically students with disabilities, show the greatest need for improvement.

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

As students become more acclimated with the traditional school setting, students will need to relearn policies, procedures, and strong work ethic to become successful learners. Attendance will be tracked and monitored from the beginning of the year. Teachers will track data from multiple assessments (i.e. FAST), break down subgroup data and create plans for interventions.

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

Based on the data components, utilizing the FSA Science 2022, students in ESSA subgroups showed the most improvement in the area of growth.

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

Support was provided to all upper level teachers and students, as coaches, interventionists, and leadership team provided in-classroom support through flexible grouping in tier 1, as well as small group interventions during tier 2 and 3 four days a week for the second semester.

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

Students in grades 3-5 will be supported in several ways. Students identified as "bubble" students will work with ELA teachers during Rocket Time during a 5-week rotation. All other students will be given pre-teach lessons to support learning of upcoming ELA lessons. In addition, students in grades 3-5 who are in the lowest quartile/"bubble" will receive interventions with push-in support from interventionist with a variety of educational resources. For math, students will receive district approved math interventions.

(according to needs and data).

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.

New teachers, zero to two years of experience, will be provided with a mentor teacher and mentorship to provided support on teaching strategies, classroom management, and district curriculum. ELA teachers and leadership team members will be trained in accelerate reading levels for students. Professional development will be provided for the newly approved math series. All teachers will be trained to administer pre-teaching lessons and differentiated PD will be developed based on the NEST tool trend data.

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

Building capacity with staff to diminish gaps with students. Interventions will be focused on supporting Tier 1 instruction for students. All decisions will be based on the monitoring of interventions. We have a continuous model in place for all subject areas. Plans will change as new barriers arise and the team will problem solve action steps to remediate any barriers.

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 Science

**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2021-2022 school data, our science achievement score is 55%.

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

The outcome for 2022-2023 is to increase by 5%.

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

School admin & coaches will monitor and participate in PLCs to ensure effectiveness of the PLC.
 - weekly spiral reviews, district assessments
 - Leadership will conduct walkthroughs
 - Ensure PLCs are using CIM model to continue student success

Person responsible for monitoring outcome:

Sandra Hogan (sandra.hogan@osceolaschools.net)

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

We will continue to implement district curriculum unit plans during science instruction. Students and teachers will utilize learning goals and targets and interactive notebooks (when applicable) to monitor learning. The leadership team will conduct walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.**

Meeting the needs of each student will help fill the gaps in learning to ensure students are able to successfully meet grade level standards. Utilization of common assessments and analyzing data to drive student instruction will ensure student achievement. Ensuring that students are tracking their own progress and monitoring their learning will improve understanding and achievement.

Action Steps to Implement

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

Provide professional development opportunities on science standards and other areas of need as determined by PLC data.

Person Responsible Sandra Hogan (sandra.hogan@osceolaschools.net)

Provide intensive science support as needed as determined by the data.

Person Responsible Sandra Hogan (sandra.hogan@osceolaschools.net)

Ensure high quality differentiated instruction and support in all classrooms with intense focus on LY, ESE, and other subgroups.

Person Responsible Sandra Hogan (sandra.hogan@osceolaschools.net)

Utilize effective AVID and other collaborative structures in all classrooms.

Person Responsible Sandra Hogan (sandra.hogan@osceolaschools.net)

Students will participate in hands-on science labs and activities as well as STEM challenges.

Person Responsible Sandra Hogan (sandra.hogan@osceolaschools.net)

Develop a common understanding among team members for each instructional strategy and expectations for implementation of each strategy.

Person Responsible Sandra Hogan (sandra.hogan@osceolaschools.net)

#2. Instructional Practice specifically relating to Math**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on 2021-2022 school data, proficiency was at 57%.

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

Our goal is to increase proficiency by 5%.

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

School admin and coaches will monitor and participate in PLC to ensure effectiveness of PLC.

- weekly spiral reviews, FAST 3 times yearly, math fluency, numeracy project, district assessments
- Leadership will conduct classroom walkthroughs
- Ensure PLCs are using CIM model to continue student success

Person responsible for monitoring outcome:

Sandra Hogan (sandra.hogan@osceolaschools.net)

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

We will utilize flexible grouping during our small group instruction and iii time to meet the needs of our lowest quartile students. We will also integrate our math coach as a co-teach to target lowest quartile students in 4th and 5th grade classrooms as needed. The leadership team will conduct weekly walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Meeting the needs of each student will help fill the gaps in learning to ensure students are able to successfully meet grade level standards. Utilization of common assessments and analyzing data to drive student instruction will ensure student achievement. Ensuring that students are tracking their own progress and monitoring their learning will improve understanding and achievement.

Action Steps to Implement

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

Provide professional development opportunities on Numeracy Project, BEST standards, new math curriculum, and other areas of need as determined by PLC data.

Person Responsible Sandra Hogan (sandra.hogan@osceolaschools.net)

Fluidly push in intensive math support as needed as determined by data.

Person Responsible Sandra Hogan (sandra.hogan@osceolaschools.net)

Ensure high quality instruction and support in all classrooms with intense focus on LY, ESE, and other subgroups.

Person Responsible Sandra Hogan (sandra.hogan@osceolaschools.net)

Utilize effective AVID and other collaborative structures in all classrooms.

Person Responsible Sandra Hogan (sandra.hogan@osceolaschools.net)

K-2 will utilize Numeracy Project curriculum with fidelity to increase student mathematic foundational skills.

Person Responsible Sandra Hogan (sandra.hogan@osceolaschools.net)

Students will receive targeted, specific interventions through the utilization of the MTSS process and data collection.

Person Responsible Sandra Hogan (sandra.hogan@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.

According to the 2021-2022 school data 47% of students were proficient in ELA on the Florida Standards Assessment. 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 be at least 54% in all grade levels.

Administration and Literacy Coach will monitor the PLTs to ensure collaborative time and CIM model is being used effectively to promote and achieve student success.

Monitoring:

Describe how this

Area of Focus will

be monitored for the desired outcome.

School stocktake model will take place every month to monitor progress on the Area of Focus.

Leadership team will consistently monitor classroom data from Benchmark, Lexia, and FAST.

Leadership team will conduct classroom walkthroughs to identify trends and ensure implementation of high quality instructional practices.

Person responsible for monitoring outcome:

Stephanie Blake (stephanie.blake@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 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.

Provide professional development opportunities for Open Court, BEST standards, Benchmark curriculum, Core Connections, and other areas of need as determined by PLT data while incorporating best practice strategies for increasing student engagement through quality instruction to improve student literacy.

Person Responsible Stephanie Blake (stephanie.blake@osceolaschools.net)

Ensure high quality differentiated instruction and push in support by including varied, research based instructional strategies as determined by data in ALL classrooms with intense focus on LY, ESE, and other subgroups.

Person Responsible Stephanie Blake (stephanie.blake@osceolaschools.net)

Incorporate effective AVID and WICOR strategies in ALL classrooms to support focused engagement for all subgroups.

Person Responsible Stephanie Blake (stephanie.blake@osceolaschools.net)

K-2 will utilize Open Court curriculum with fidelity to increase student foundational skills.

Person Responsible Stephanie Blake (stephanie.blake@osceolaschools.net)

Students will receive targeted, specific interventions through the utilization of the MTSS process and data collection.

Person Responsible Stephanie Blake (stephanie.blake@osceolaschools.net)

High-quality ELA instructional materials found in the curriculum unit plans will be utilized for all students.

Person Responsible Stephanie Blake (stephanie.blake@osceolaschools.net)

#4. Positive Culture and Environment specifically relating to Life Skills**Area of Focus**

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

Life Skills is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel, and show empathy for others, establish and maintain positive relationships, and make responsible decisions. If we increase life skills learning we will increase desired academic outcomes. When surveyed through Panorama 41% of our 3rd-5th grade students responded favorable to emotional regulation.

A positive school climate includes a safe environment, strong students, strong staff relationships, and supports learning. It provides the foundation that students need to develop the social, emotional, and academic competencies they need to succeed in life.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

2021-2022 Panorama School Climate survey indicated that 57% of 3rd-5th grade students answered favorable for school belonging. During the 2022-2023 school year our goal is to increase this percentage by 5%.

Monitoring:

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

School Counselors will use qualitative and quantitative data to ensure students feel safe and learn schoolwide behavior expectations. School Counselors will follow up with teachers for support with Leader in Me lessons. New plans/action steps will be created for individual grade level and student needs.

Person responsible for monitoring outcome:

Ebony Miranda (ebony.miranda@osceolaschools.net)

Evidence-

based

Strategy:

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

Schools with a strong future orientation, that engage all students in planning for life after graduation. With effective school-based teams that are anchors implementation post-secondary work, it will shape a culture of success in which students aspire to a quality life beyond school. Then in such school, students will fully participate in their academic and personal development to access a variety of opportunities to meet their needs. Some of the evidence programs that we currently utilize are Life Skills strategies embedded in CUPS, Leader in Me (Discovering the Leader in Me- 7 Habits of Highly Effective Kids), QuaverSEL, Sanford Harmony and Second Step.

Rationale for

Evidence-

based

Strategy:

Explain the

Life Skills is not based on prescribed curricula; instead it is an approach that reflects a set of teaching strategies and practices that are student-centered. They use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

rationale for 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.

1. Provide training in Leader in Me, Emotional regulation curriculum to all students and staff.

Person Responsible Shernelle Wiltshire (shernelle.wiltshire@osceolaschools.net)

2. Provide Leader in Me Curriculum to all K-5th grade teachers.

Person Responsible Shernelle Wiltshire (shernelle.wiltshire@osceolaschools.net)

3. Identify groups of Tier 2 behavior students with Panorama data, teacher referral, and parent requests.

Person Responsible Ebony Miranda (ebony.miranda@osceolaschools.net)

4. Use "Rainbows", "Why Try", "Leader in Me" and "QuaverSEL" curriculum for small groups to address Tier 2 behaviors.

Person Responsible Shernelle Wiltshire (shernelle.wiltshire@osceolaschools.net)

5. Identify Tier 3 behavior students and provide 1-on-1 instruction using QuaverSEL, Leader in Me, Zones of Regulation or another approved life skills curriculum.

Person Responsible Shernelle Wiltshire (shernelle.wiltshire@osceolaschools.net)

6. College and career readiness/awareness through AVID lessons, participation in College Week and use of the Xello program.

Person Responsible Ebony Miranda (ebony.miranda@osceolaschools.net)

3. Identify groups of Tier 2 behavior students with Panorama data, teacher referral, and parent requests.

Person Responsible Ebony Miranda (ebony.miranda@osceolaschools.net)

4. Use "Rainbows", "Why Try", "Leader in Me" and "QuaverSEL" curriculum for small groups to address Tier 2 behaviors.

Person Responsible Shernelle Wiltshire (shernelle.wiltshire@osceolaschools.net)

5. Identify Tier 3 behavior students and provide 1-on-1 instruction using QuaverSEL, Leader in Me, Zones of Regulation or another approved life skills curriculum.

Person Responsible Shernelle Wiltshire (shernelle.wiltshire@osceolaschools.net)

6. College and career readiness/awareness through AVID lessons, participation in College Week and use of the Xello program.

Person Responsible Ebony Miranda (ebony.miranda@osceolaschools.net)

3. Identify groups of Tier 2 behavior students with Panorama data, teacher referral, and parent requests.

Person Responsible Ebony Miranda (ebony.miranda@osceolaschools.net)

4. Use "Rainbows", "Why Try", "Leader in Me" and "QuaverSEL" curriculum for small groups to address Tier 2 behaviors.

Person Responsible Shernelle Wiltshire (shernelle.wiltshire@osceolaschools.net)

5. Identify Tier 3 behavior students and provide 1-on-1 instruction using QuaverSEL, Leader in Me, Zones of Regulation or another approved life skills curriculum.

Person Responsible Shernelle Wiltshire (shernelle.wiltshire@osceolaschools.net)

6. College and career readiness/awareness through AVID lessons, participation in College Week and use of the Xello program.

Person Responsible Ebony Miranda (ebony.miranda@osceolaschools.net)

#5. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Research shows that the ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research, achieve better results for the students they serve. -DuFour

Measurable Outcome:

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

The PLT process will impact student growth in all academic areas and school culture by moving to at least stage 6 on the Seven Stages of Professional Learning Teams rubric.

Monitoring:

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

Members of the leadership team will attend Professional Learning Team meetings to support the data-rich conversations and implementation of strategies as a result of the continuous improvement model. The leadership team will also analyze data during monthly Stocktake meetings.

Person responsible for monitoring outcome:

Stephanie Blake (stephanie.blake@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.

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

Person Responsible

Kelly Rodgers (kelly.rodgers@osceolaschools.net)

PLC teams will develop and implement formulated meeting Collective Commitments (NORMs) that are agreed upon and adhered to by all team members during all meetings.

Person Responsible

Kelly Rodgers (kelly.rodgers@osceolaschools.net)

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

Stephanie Blake (stephanie.blake@osceolaschools.net)

Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes through the PLC facilitator and PLC administrator.

Person Responsible

Stephanie Blake (stephanie.blake@osceolaschools.net)

Utilize common formative assessment data to drive instructional practices. 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 Stephanie Blake (stephanie.blake@osceolaschools.net)

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

Person Responsible Shannon Mahoney (shannon.mahoney@osceolaschools.net)

Professional development that includes Leader in Me and other school wide / district initiatives to support and enhance instruction and student achievement.

Person Responsible Stephanie Blake (stephanie.blake@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 Stephanie Blake (stephanie.blake@osceolaschools.net)

RAISE

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

Area of Focus Description and Rationale

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Based on 2021-2022 K-2 NSGRA results, 41 first grade students scored below grade level and 67 second grade students scored below grade level.

The instructional practice that will be used, FCRR Student Center Activities (Visible Learning effect size -phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate)

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

Based on 2021-2022 3-5 FSA results, 47% of students were proficient in ELA. Our goal is to have 60% of our students test proficient.

The instructional practice that will be used, RISE accelerated interventions (Visual Learning effect size-small group learning:.47 promising)

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

By end of 2022-2023 school year, 60% of students will show proficiency on the Progress Monitoring Assessment.

Grades 3-5: Measureable Outcome(s)

By end of 2022-2023 school year, 60% of students will show proficiency on the Progress Monitoring Assessment.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring the implementation of a guaranteed and viable curriculum can be objectively measured by the data provided using the NEST tool to identify trends and areas of need. The Administration, alongside the leadership team will monitor collaborative teams to ensure PLC teams are effective. Professional development will be provided based on the needs to improve student learning. The leadership team will continue to monitor the Area of Focus through the Stocktake process.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Mahoney, Shannon, shannon.mahoney@osceolaschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Yes, the identified evidence-based practices/programs meet Florida's definition of evidence-based.

Yes, the evidenced-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan.

Yes, evidence-based practices/programs align to the B.E.S.T ELA Standards.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

Yes, the evidence-based practices/programs address the identified need.

Yes, the identified practices/programs show proven record of effectiveness for the target population.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.	
First Grade Open Court Implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development.	Blake, Stephanie, stephanie.blake@osceolaschools.net
Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.	

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 will engage families, students and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction, while also holding staff responsible for implementing any changes. We will frequently communicate high expectations for all students (e.g., "Choose your path! Enroll, Enlist, Employ, Explore"). The leadership team will demonstrate how those beliefs manifest in the school building. For example:

- Collaborative planning that is solution-oriented and based in disaggregated data
- Displaying student work throughout school
- All students are enrolled in college- and career-ready prep curriculum

A clear code of conduct for students and adults with input from students, families, and school personnel has been

created. Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/ patterns

among student groups. This data along with, discipline referrals, incident reports, in-and out-of-school suspension and attendance will also inform the discussions regarding particular groups within a school and what supports will be provided.

We will strive to provide equity in regards to discipline of all student by following our progressive discipline plan.

We will provide evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training and feedback to teachers on implementing these approaches. The administration will ensure that teachers have resources, training, ongoing support while also providing frequent, constructive feedback and (maintaining visibility).

The school has established an infrastructure to support family engagement, such as a decision-making SAC

council. It reaches out to families and the community early and often - not just when there is an issue.

Seeking

input from families on how the school can support students. 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 (e.g., by providing opportunities for small-group conversations with school leaders). Finally, The school provides all teachers with

training on social and emotional skills, culturally competent, and management.

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

1. Administration will provide orientation for new teachers and ongoing support from a mentor teacher.
2. The leadership team actively solicit staff feedback on schoolwide procedures and create opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests.
3. 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. The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students.
4. The SAC committee will provide feedback and suggestion for administration and staff to better the environment for each student, as well as assist in family engagement activities.