**School District of Osceola County, FL**

# Pleasant Hill Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Pleasant Hill Elementary School

## 1801 JACK CALHOUN DR, Kissimmee, FL 34741

### www.osceolaschools.net

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### Demographics

## Principal: Shelby Pagan

Start Date for this Principal: 6/1/2018

| | |
|---|---|
| **2019-20 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Elementary School PK-5 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students |
| **School Grades History** | 2021-22: C (42%) 2018-19: C (41%) 2017-18: C (48%) |
| **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.](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.

## Table of Contents

# Pleasant Hill Elementary School

## 1801 JACK CALHOUN DR, Kissimmee, FL 34741

### www.osceolaschools.net

## School Demographics

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

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 86% |

## School Grades History

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

## 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Pleasant Hill Elementary School will provide a safe learning environment and challenging curriculum that enables students to obtain their full potential.

**Provide the school's vision statement.**

Our vision is to cultivate a safe and caring learning environment that enables all students to become college and career ready through a rigorous curriculum that challenges students at all levels.

### 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 |
|------|----------------|--------------------------------|
| Pagan, Shelby | Principal | The principal works with students, parents, and staff to maintain an atmosphere focusing on performance through a culture of shared excellence and reaching college and career goals. the principal conducts walkthroughs, informal and formal observations, and provides feedback to teachers regarding instructional practices and student data. The principal will be responsible for the school stocktake, monitor the SIP, and receive monthly reports and give feedback. The principal oversees all student data, tier levels and instruction. |
| Miranda, Joanie | Assistant Principal | The assistant principal works directly with staff in the area of scheduling students and handles extended learning opportunities. The assistant principal conducts walkthroughs, informal and formal observations, and provides feedback to teachers regarding instructional practices and student data. The assistant principal will be responsible for the school stocktake, monitor the SIP and receive monthly reports and give feedback. |
| Pearson, Jennifer | Instructional Coach | The literacy coach provides support for ELA (reading and writing) instruction through providing professional development, peer coaching, data analysis, and student engagement in reading and writing. As a member of our team, she brings the most current classroom best practices and a deep understanding of the content and curriculum. She works through the MTSS process with teachers to provide support by modeling intervention and enrichment strategies. |
| Millet, Jessica | Instructional Coach | The math and science coach provides support for math/science instruction through providing professional development, peer coaching, data analysis, and student engagement in math and science. As a member of our team, she brings the most current classroom best practices and a deep understanding of the content and curriculum. She works through the MTSS process with teachers to provide support by modeling intervention and enrichment strategies. |
| | ELL Compliance Specialist | The ESOL compliance specialist provides support for ELL instruction through providing professional development, peer coaching, data analysis, and student engagement in all subjects. As a member of our team, she brings the most current classroom best practices and a deep understanding of the content and curriculum for our ESOL students. She works through the MTSS process with teachers to provide support by modeling intervention and enrichment strategies. |
| Hague, Brittany | Instructional Coach | The MTSS and AVID coach supports all tiers of learning through providing professional development, peer coaching, data analysis, and student engagement in all subjects. As a member of our team, she brings the most current classroom best practices and a deep understanding of the content and curriculum for all students. She works through the MTSS process with |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| | | teachers to provide support by modeling intervention and enrichment strategies. In addition, she models AVID strategies. |
| Severance, Jeri-Lynne | Staffing Specialist | The ESE compliance specialist provides support for ESE instruction through providing professional development, peer coaching, data analysis, and student engagement in all subjects. As a member of our team, she brings the most current classroom best practices and a deep understanding of the content and curriculum for our ESE students. She works through the MTSS process with teachers to provide support by modeling intervention and enrichment strategies. |
| Cruz, Emy | School Counselor | The guidance counselor provides SEL support for all through providing professional development, peer coaching, data analysis, and student engagement in all subjects. As a member of our team, she brings the most current classroom best practices and a deep understanding of the SEL content and curriculum for our students. She works through the MTSS process with teachers to provide support by modeling, intervention, small group and enrichment strategies. |
| Woods, Kyra | Instructional Media | The media specialist provides support for ELA (reading and writing) instruction through providing professional development, peer coaching, data analysis, and student engagement in reading and writing. As a member of our team, she brings the most current classroom best practices and a deep understanding of the content and curriculum. She works through the MTSS process with teachers to provide support by modeling, intervention, and enrichment strategies. |

## Demographic Information

**Principal start date**
Friday 6/1/2018, Shelby Pagan

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

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
17

**Total number of teacher positions allocated to the school**
65

**Total number of students enrolled at the school**
687

**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.**
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 | 92 | 108 | 101 | 128 | 100 | 123 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 652 |
| Attendance below 90 percent | 45 | 31 | 40 | 28 | 28 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 200 |
| One or more suspensions | 7 | 3 | 9 | 6 | 6 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |
| Course failure in ELA | 0 | 0 | 30 | 12 | 3 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |
| Course failure in Math | 0 | 0 | 3 | 8 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 3 | 28 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 3 | 32 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 79 |
| 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 | 0 | 0 | 0 | 1 | 3 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |

**Using current year data, complete the table below with the number of students identified as being "retained.":**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 1 | 6 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

**Date this data was collected or last updated**
Thursday 8/18/2022

**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 | |
| Attendance below 90 percent | 10 | 8 | 11 | 13 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |
| One or more suspensions | 0 | 1 | 1 | 6 | 1 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| Course failure in ELA | 0 | 0 | 4 | 20 | 8 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |
| Course failure in Math | 0 | 0 | 3 | 7 | 6 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 7 | 32 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 8 | 41 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 83 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 2 | 20 | 0 | 290 | 0 | 0 | 0 | 0 | 0 | 0 | 312 |

**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 | 7 | 10 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |

**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 | 7 | 4 | 10 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Attendance below 90 percent | 10 | 8 | 11 | 13 | 5 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |
| One or more suspensions | 0 | 1 | 1 | 6 | 1 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| Course failure in ELA | 0 | 0 | 4 | 20 | 8 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |
| Course failure in Math | 0 | 0 | 3 | 7 | 6 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 7 | 32 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 78 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 8 | 41 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 83 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 2 | 20 | 0 | 290 | 0 | 0 | 0 | 0 | 0 | 0 | 312 |

**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 | 7 | 10 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |

**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 | 7 | 4 | 10 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 |
| 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 | 42% | 48% | 56% | | | | 43% | 53% | 57% |
| ELA Learning Gains | 50% | 56% | 61% | | | | 44% | 56% | 58% |
| ELA Lowest 25th Percentile | 43% | 47% | 52% | | | | 42% | 51% | 53% |
| Math Achievement | 44% | 47% | 60% | | | | 46% | 55% | 63% |
| Math Learning Gains | 48% | 55% | 64% | | | | 44% | 59% | 62% |
| Math Lowest 25th Percentile | 31% | 46% | 55% | | | | 27% | 45% | 51% |
| Science Achievement | 39% | 43% | 51% | | | | 42% | 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 | 45% | 51% | -6% | 58% | -13% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 37% | 51% | -14% | 58% | -21% |
| Cohort Comparison | | -45% | | | | |
| 05 | 2022 | | | | | |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 35% | 48% | -13% | 56% | -21% |
| Cohort Comparison | | -37% | | | | |

| 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 | 49% | 54% | -5% | 62% | -13% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 37% | 53% | -16% | 64% | -27% |
| Cohort Comparison | | -49% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 35% | 48% | -13% | 60% | -25% |
| Cohort Comparison | | -37% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 40% | 45% | -5% | 53% | -13% |
| 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 | 3 | 43 | 50 | 10 | 27 | 33 | | | | | |
| ELL | 25 | 43 | 39 | 30 | 36 | 23 | 19 | | | | |
| BLK | 41 | 33 | 40 | 44 | 44 | | 29 | | | | |
| HSP | 39 | 54 | 45 | 40 | 47 | 33 | 35 | | | | |
| WHT | 44 | 46 | | 60 | 58 | | | | | | |
| FRL | 35 | 47 | 46 | 39 | 46 | 32 | 34 | | | | |

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 21 | 30 | 33 | 33 | 33 | 29 | 19 | | | | |
| ELL | 29 | 45 | 29 | 36 | 29 | 16 | 28 | | | | |
| BLK | 35 | 27 | | 33 | 27 | | 26 | | | | |
| HSP | 36 | 42 | 41 | 37 | 27 | 19 | 31 | | | | |
| WHT | 50 | 59 | | 49 | 18 | | 61 | | | | |
| FRL | 32 | 40 | 38 | 34 | 27 | 26 | 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 | 28 | 38 | 21 | 37 | 51 | 30 | 31 | | | | |
| ELL | 35 | 49 | 41 | 43 | 44 | 28 | 34 | | | | |
| BLK | 43 | 49 | | 51 | 41 | | 35 | | | | |
| HSP | 42 | 46 | 44 | 46 | 46 | 32 | 43 | | | | |
| WHT | 43 | 30 | 30 | 39 | 39 | 29 | 48 | | | | |
| FRL | 38 | 42 | 41 | 42 | 43 | 30 | 35 | | | | |

## 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 | 44 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | 54 |
| Total Points Earned for the Federal Index | 351 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 25 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 1 |
| English Language Learners | |
| Federal Index - English Language Learners | 34 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |

| English Language Learners | |
|---|---|
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| **Asian Students** | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 39 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 43 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **Pacific Islander Students** | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| **White Students** | |
| Federal Index - White Students | 52 |
| 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 | 42 |
| 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?**

Based on FSA scores the lowest-performing sub-groups are the students with disabilities (SWD), ELL and African American.

Our overall proficiency showed gain in all three tested areas. We gained 3% in ELA, 6% in math, and 4% in Science.

Students achieved a slightly higher proficiency in Math over ELA.

Students demonstrated great gains (growth) closing the opportunity gap, although not yet at a level of proficiency. In ELA our gains increase 8% and in Math our gains increased by 22%.

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

The data components demonstrating the greatest need for improvement are meeting the needs of our SWD, ELL, and African American sub-groups as well as continuing to close the opportunity gaps for all students.

To continue closing the opportunity gap we need to ensure the fidelity of instruction in PK-2 as well as tighten our practice in grades 3-5. This will lead to our goal of increasing proficiency for all children in all academic areas.

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

The contributing factors include:
-teacher turn over
-teacher vacancy (For example we never found a fourth varying exceptionalities teacher last school year.)
-recovering from the pandemic
-We had an increase in students whose first language is not English at the end of the year.

The following new actions would address this need for improvement:
-Working with out coach and mentors to train new teachers, so they feel confident and remain.
-Using all avenues to find teachers to fill our positions.

-We are seeing a more normal start and hope that our community is on the road to recovery.
-Making sure that our new students have the support needed as acquiring the English language.

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

Math across all grade levels showed the most improvement.

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

The factors that contributed to this improvement are the increase in instructional efficacy through supports including:

-RISE program helps students grow in their reading level to close the achievement gap, which helped be able to read the math questions with increased understanding.
-Increased fidelity with math triple iii in both planning and implementation, where groups were established by skill performance reflected on NWEA.
These groups were fluid and flexible.
-Math tutoring in the morning to help give students some extra support.
-We also provided a monthly math packet of basic facts for review. This review was strategic in that parents could help them with and feel success.

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

We will implement several strategies in order to accelerate learning. We will review our data at each assessment period to determine the effectiveness of these strategies.

-In Math, we will initiate the implementation of Numeracy Project, promote Math discourse and the use of manipulatives.
-In English Language Arts, we will implement explicit phonics instruction (K-2) through Open Court and continue to implement to advance students in reading levels and follow up on student-specific skills needed to be successful at grade-level standards and beyond. We will use RISE for those students almost at grade level. In addition, we will have Open Court in grades 3-5 during triple iii.
-In Science, we will promote inquiry-based learning. In addition, one Friday a month we will hold Science Friday where are students K-5 will have a science hour based on needs from data.
-We will build teacher capacity with training, modeling, coaching, and classroom visits.

**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.**

We will conduct or host the following PD:
-NSGRA
-Guided Reading
-Rise
-Numeracy Project
-PBIS
-AVID
-Core Connections
-Benchmark
-Open Court
-

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

Additional services include:
-building capacity in all teachers
-adding a math and science block
-adding an additional teacher mentor

**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 Math | |
|---|---|
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | The 2021-2022 school data findings found that 44% of our students in grades three, four, and five were proficient in the area of mathematics. Production, focused, and student centered actions are necessary to accomplish our goal of 50% proficiency for all students in the area of mathematics. |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The outcome for the 2022-2023 school year is that we will increase proficiency by at least 6% to at least 50% proficient. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | We will monitor for the desired effect with:<br>Class room walk throughs<br>Data reviews: Administration to teacher, teacher to student (data chats), Leadership team, and PLC's<br>Grade level common assessments<br>State assessment growth from one administration to the next |
| **Person responsible for monitoring outcome:** | Jessica Millet (jessica.millet@osceolaschools.net) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | The analysis of student assessment data serves a critical role in teacher decision making to meet the diverse needs of individual students. Additionally, the collaborative analysis of both formative and summative assessment data to refocus instruction produces significant learning gains for all students, including those with disabilities and a different first language. Research also indicated that the MTSS model that focuses on students needs coupled with differentiating and scaffolding instruction has a positive effect on student growth and achievement. |
| **Rationale for Evidence-based Strategy:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for** | Studies show that the analysis of student assessment data serves as a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2002), Reeves (2010), Dutour, et al (2010). |

**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. We will provide guidelines for Math block and math groups/centers.
2. Small group instruction in every classroom. (This will be a focus of future PLC.)
3. We will follow the CUPS and use our new McGraw Hill materials.
4. Manipulatives will be used to support student understanding. (Hands to Mind)
5. Teachers will attend school PLC's and PD to enhance best practices in mathematics.

**Person
Responsible**
Jessica Millet (jessica.millet@osceolaschools.net)

6. The math coach and other LT members will support planning on Tuesdays in room 4012 to best meet the needs of students using data to determine how to differentiate and scaffold, while utilizing AVID strategies.
7. We will use Redbird technology to support learning. (Every student will have a license.)
8. Create a model classroom for PD with a focus on ESOL and AVID.
9. Writing, Inquiry, Collaboration, Organization and Reading will be a part of every lesson.
10. Institute number talks during math intervention time where applicable.

**Person
Responsible**
Jessica Millet (jessica.millet@osceolaschools.net)

11. Utilizing common assessment data to differentiate based on needs as well as formative assessments
12. Daily 30 minutes of math triple iii to support student mastery of math standards.
13. During triple iii, Tier 2 supports current learning while, Tier 3 fills the gaps.
14. We will have the Numeracy Project to support T3.
15. Visit other classrooms and open doors for AVID showcases.

**Person
Responsible**
Jessica Millet (jessica.millet@osceolaschools.net)

| #2. Instructional Practice specifically relating to ELA | |
|---|---|
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | The 2021-2022 school data findings found that 43% of our students in grades three, four, and five were proficient in the area of literacy. Production, focused, and student centered actions are necessary to accomplish our goal of 50% proficiency for all students in the area of literacy. |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The outcome for the 2022-2023 school year is that we will increase proficiency by at least 7% to at least 50% proficient. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | We will monitor for the desired effect with:<br>Class room walk throughs<br>Data reviews: Administration to teacher, teacher to student (data chats), Leadership team, and PLC's<br>Grade level common assessments<br>State assessment growth from one administration to the next |
| **Person responsible for monitoring outcome:** | Jennifer Pearson (jennifer.pearson@osceolaschools.net) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | The analysis of student assessment data serves a critical role in teacher decision making to meet the diverse needs of individual students. Additionally, the collaborative analysis of both formative and summative assessment data to refocus instruction produces significant learning gains for all students, including those with disabilities and a different first language. Research also indicated that the MTSS model that focuses on students needs coupled with differentiating and scaffolding instruction has a positive effect on student growth and achievement. |
| **Rationale for Evidence-based Strategy:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for** | Studies show that the analysis of student assessment data serves as a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2002), Reeves (2010), Dutour, et al (2010). |

**selecting this strategy.**

1. Provide guidelines for literacy block and reading groups/centers.
2. Guided Reading Teacher Led Group/s daily (Strengthen guided reading. This is a PANDA RULE.)
3. Open Court will be used with fidelity in K-2.
4. Open Court will be used during triple iii for students in grades K-5 that have a deficiency in phonemic awareness and phonics.
5. Read to self with questions group (evidence of reading and learning/thinking map/graphic organizer)

| **Person Responsible** | Jennifer Pearson (jennifer.pearson@osceolaschools.net) |
|---|---|

6. Vocabulary will be built across all content areas.
7. Canvas will be used to support instruction, review, and create assignments for students.
8. During triple iii, Tier 2 supports current learning while, Tier 3 fills the gaps.
9. Create a center for PD with a focus on ESOL and AVID.
10. Writing, Inquiry, Collaboration, Organization and Reading will be a part of every lesson.

| **Person Responsible** | Jennifer Pearson (jennifer.pearson@osceolaschools.net) |
|---|---|

11. Attend school PLC's and PD to enhance best practices in literacy .
12. Visit other classrooms and open doors for AVID showcases.
13. Model lessons, side by side lessons, and support in literacy instruction from instructional coaches.
14. The following technology programs will enhance learning: Open court/RISE/Lexia/pre-lessons
15. Small Group instruction in every classroom will be planned with intention.

| **Person Responsible** | Jennifer Pearson (jennifer.pearson@osceolaschools.net) |
|---|---|

16. Continuous use of NSGRA
17. Teachers need to teach students how to interact with informational text. (AVID strategies)
18. 3rd Grade Portfolios need to be administered from the start of the school year with support from the literacy coach.
19. We will follow the CUPS and utilize the Benchmark curriculum.
20. Student data talks and monitoring of progress. (Data shows that 26% of students show improvement with tracking of learning.)

| **Person Responsible** | Jennifer Pearson (jennifer.pearson@osceolaschools.net) |
|---|---|

21. As a PLC grade levels will determine the common grades used in the grade book.
22. Utilizing common assessment data to differentiate based on needs as well as formative assessments
23. Utilize students as models during PD to increase teacher understanding of how to deliver instruction.
24. The literacy coach and other LT members will support planning on Tuesdays in room 4012 to best meet the needs of students using data to determine how to differentiate and scaffold, while utilizing AVID strategies.
25. RISE will be used with students in grades 1-5 based on NSGRA levels.

| **Person Responsible** | Jennifer Pearson (jennifer.pearson@osceolaschools.net) |
|---|---|

| #3. Instructional Practice specifically relating to Science | |
|---|---|
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | The 2021-2022 school data findings found that 39% of our students in grade five were proficient in the area of science. Production, focused, and student centered actions are necessary to accomplish our goal of 50% proficiency for all fifth grade students in the area of science based on the NWEA. |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The outcome for the 2022-2023 school year is that we will increase proficiency by at least 12% to at least 50% proficient. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | We will monitor for the desired effect with:<br>Class room walk throughs<br>Data reviews: Administration to teacher, teacher to student (data chats), Leadership team, and PLC's<br>Grade level common assessments<br>Growth from one administration to the next on the NWEA |
| **Person responsible for monitoring outcome:** | Jessica Millet (jessica.millet@osceolaschools.net) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | The analysis of student assessment data serves a critical role in teacher decision making to meet the diverse needs of individual students. Additionally, the collaborative analysis of both formative and summative assessment data to refocus instruction produces significant learning gains for all students, including those with disabilities and a different first language. Research also indicated that the MTSS model that focuses on students needs coupled with differentiating and scaffolding instruction has a positive effect on student growth and achievement. |
| **Rationale for Evidence-based Strategy:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for** | Studies show that the analysis of student assessment data serves as a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2002), Reeves (2010), Dutour, et al (2010). |

**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. Conduct inquiry-based science lessons at least twice a week.
2. Ensure that informational text supplements inquiry and is to the depth of the standard.
3. Science bootcamp in 5th grade (red focus standards).
4. Have a plan for fair game standards review and the importance of science instruction K-5.
5. Utilize state assessment style questions in grades 3-5 as summarizing strategies or after a hands-on activity to assess and teach test taking strategies.

**Person Responsible**      Jessica Millet (jessica.millet@osceolaschools.net)

6. One Friday a month, grade PK-5 will have a hands-on science-based experiment activities based on fair game standards during ELA/triple iii.
7. We will follow the CUPS and utilize the district provided curriculum.
8. Student data talks and monitoring of progress. (Data shows that 26% of students show improvement with tracking of learning.)
9. As a PLC grade levels will determine the common grades used in the grade book.
10. Model lessons, side by side lessons, and support in science instruction from instructional coaches.
11. Canvas will be used to support instruction, review, and create assignments for students.
12. Model lessons, side by side lessons, and support in mathematics instruction from instructional coaches.
13. Writing, Inquiry, Collaboration, Organization and Reading will be a part of every lesson.
14. Attend school PLC's and PD to enhance best practices in science.
15. Visit other classrooms and open doors for AVID showcases.

**Person Responsible**      Jessica Millet (jessica.millet@osceolaschools.net)

16. The math/science coach and other LT members will support planning on Tuesdays in room 4012 to best meet the needs of students using data to determine how to differentiate and scaffold, while utilizing AVID strategies.

**Person Responsible**      Jessica Millet (jessica.millet@osceolaschools.net)

| #4. 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.** | The 2021-2022 school data findings found that we had 2 grade levels at a level 5, 2 grade levels at a level 6, and 2 grade levels at a level 7. Our goal is to increase all PLC's to a level 6 or higher.<br><br>If teachers participate in authentic PLCs in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement. Then student achievement will increase. |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The outcome for the 2022-2023 school year is that we will increase all grade level PLC's to a level 6 or higher. This will be an increase of two grade levels, which will adversely impact our ELA, Math and Science scores with an increase in proficiency. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | 1. Administration, leadership team, and PLC Leads will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.<br>2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams. These surveys will be analyzed, and feedback will be given to the PLC teams individually and collectively.<br>3. School Stocktake Model will take place every month and the PLC administrator and PLC facilitator will report progress to the Principal on the Area of Focus.<br><br>We will also conduct:<br>1. Class room walk throughs<br>2. Data reviews: Administration to teacher, teacher to student (data chats), Leadership team, and PLC's<br>3. Grade level common assessments<br>4. Review of State assessment growth from one administration to the next |
| **Person responsible for monitoring outcome:** | Jennifer Pearson (jennifer.pearson@osceolaschools.net) |
| **Evidence-based Strategy: Describe the** | 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).The analysis of student assessment data serves a critical role in teacher decision making to meet the diverse needs of individual students. |

| | |
|---|---|
| **evidence-based strategy being implemented for this Area of Focus.** | Additionally, the collaborative analysis of both formative and summative assessment data to refocus instruction produces significant learning gains for all students, including those with disabilities and a different first language. Research also indicated that the MTSS model that focuses on students needs coupled with differentiating and scaffolding instruction has a positive effect on student growth and achievement. |
| **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. in addition, studies show that the analysis of student assessment data serves as a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2002), Reeves (2010), Dutour, et al (2010). |

### 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. 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.
2. 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.
3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes through the PLC facilitator and PLC administrator.
4. 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.
5. 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.

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| **Person Responsible** | Jennifer Pearson (jennifer.pearson@osceolaschools.net) |

6. Each grade level or content area team will have an embedded leadership team member to monitor and assist in the process. 7. Teachers will plan together within their PLCs to incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups. 8. Collective agreement for each grade level PLC LT supports planning with CUPS on how to instruct students to best meet their needs using data to determine how to differentiate and scaffold in all content areas.9. A schedule will be provided for grade level PLC, MTSS PLC, AVID PLC, as well as Vertical PLC's.
10. .PLC activators will meet monthly.11. Wednesday grade level PLC's will be held in cafeteria (PK-2) and the media center (3-5) with LT support.
12. All PLC teams will be expected to utilize at least 1 common formative assessment a week.

**Person Responsible**   Jennifer Pearson (jennifer.pearson@osceolaschools.net)

13. PLC time is sacred, and teachers must commit to the time. Student data will be discussed in every PLC.

14. .Common assessments are to drive instruction and should be administered before PLCs meet. PD will be provided on school city and edu climber to ensure that date drives the work.

15. . PLCs will look at student work samples to analyze common misconceptions.

16.PLC teams will practice peer observation cycles where they can learn from each other's best practices.

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

18.As a PLC grade levels will determine the common grades used in the grade book.

19. LT members will support voluntary common planning on Tuesdays in room 4012 to best meet the needs of students using data to determine how to differentiate and scaffold, while utilizing AVID strategies.

**Person Responsible**   Jennifer Pearson (jennifer.pearson@osceolaschools.net)

| #5. Positive Culture and Environment specifically relating to Post Secondary Culture for all students | |
|---|---|
| **Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed. | The 2021-2022 school Panorama data findings found that 68% of our students felt a sense of belonging. A positive, student-centered culture focused on the whole child will help us reach our goal of 75% on the 2022-2023 Panorama Survey. |
| **Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | The outcome for the 2022-2023 school year is that we will increase the percentage of students that have a sense of belonging by at least 7% to at least 75% percent. |
| **Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome. | We will monitor for the desired effect with: Class room walk throughs Data reviews: Administration to teacher, teacher to student (data chats), Leadership team, and PLC's Grade level common assessments Panorama growth from one administration to the next |
| **Person responsible for monitoring outcome:** | Brittany Hague (brittany.hague@osceolaschools.net) |
| **Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus. | The analysis of student assessment data serves a critical role in teacher decision making to meet the diverse needs of individual students. Additionally, the collaborative analysis of both formative and summative assessment data to refocus instruction produces significant learning gains for all students, including those with disabilities and a different first language. Research also indicated that the MTSS model that focuses on students needs coupled with differentiating and scaffolding instruction has a positive effect on student growth and achievement. |
| **Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for | Studies show that the analysis of student assessment data serves as a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2002), Reeves (2010), Dutour, et al (2010). |

**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. An AVID site team will continue and will meet monthly with a representative from each grade level and members of the LT team.
2. Each grade level will be expected to utilize at least one strategy from each area of AVID: instructional, organization, engagement, and culture in each lesson in all content areas.
3. AVID monthly window recognition will be used as an incentive for teachers as they utilize AVID strategies in the classroom.
4. Every Wednesday will be college shirt Wednesday school wide. This will be marketed on social media.
5. Teachers can decorate one ceiling tile with their college logo.

**Person Responsible**
Brittany Hague (brittany.hague@osceolaschools.net)

6 Leadership will model AVID strategies during trainings and meetings.
7.AVID College and Career Day will return face to face. We have the online version available to show beginning in the fall. There will be a project that students complete (like science fair) of their goals.
8. We will host monthly AVID showcases for teachers to visit each other's classrooms and learn from each other.
9. We will hold a school-wide AVID PLC each month.

**Person Responsible**
Brittany Hague (brittany.hague@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**

After reviewing end of year data, we have identified foundational skills as an area of focus for ELA in grades K-2. Scarborough's Reading Rope identifies Word Recognition which includes phonological awareness, decoding, and sight recognition as one part of students being skilled readers. Without a foundation in reading, students will struggle to become proficient skilled readers.

On the end of year NSGRA assessment, 40% of Kindergarten students were below grade level, 53% of first grade students were below grade level, 48% of second grade students were below grade level. These numbers indicate almost 50% of our K-2 students are struggling with the basic skills needed to score a level 3 or above on the statewide ELA assessment. This data also correlates almost exactly to the NWEA EOY assessment as well as classroom formatives.

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

The 2021-2022 school data findings found that 43% of our students in grades three, four, and five were proficient in the area of literacy. Production, focused, and student centered actions are necessary to accomplish our goal of 50% proficiency for all students in the area of literacy.

**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)**

At least 50% of students in grades K-2 will score on or above grade level on the EOY NSGRA and/or Star Reading Assessment. Our current years 2nd grade students have 53% of students below grade level. 3% of below level students will need to be on grade level by the end of the school year to meet this goal.

**Grades 3-5: Measureable Outcome(s)**

At least 50% of students in grades 3-5 will score on or above grade level on the FAST end of year administration. Our current 3-5 graders are at 43% proficient.

**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.

Progress will be monitored in various ways. Students will take the NSGRA assessment four times a year minimum, and on an as needed basis based on classroom observation. Students will also take in class formative assessments utilizing the Benchmark curriculum, dictation practice in grades K-2 will be utilized to monitor phonics progress, and statewide assessments, Star Reading and FAST will be used as well. Monthly MTSS meetings will also be conducted to discuss progress of ALL students in each grade level.

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

Pearson, Jennifer, jennifer.pearson@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?

1. Open Court Systematic Phonics Instruction .60 Effect Size

2. Benchmark Reading, RISE/RISE Up, Jan Richardson Guided Reading (Comprehensive Instructional Programs) .72 Effect Size

3. Repeated Reading Programs .75 Effect Size

**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?

The above programs were selected based on student need across the district and our specific school. The programs address and meet the needs of all readers from beginning levels to students in need of acceleration. Programs utilized needed to be a research-based comprehensive curriculum that align with the Florida B.E.S.T standards while using systematic, explicit instruction. The use of these programs based on school data have shown growth in our students.

**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 |
|---|---|
| Action Step # 1:Open Court will be used with fidelity in K-2 as part of tier 1 instruction. Open Court will be used during triple iii for students in grades K-5 that have a deficiency in phonemic awareness and phonics.<br><br>Literacy Leadership: Will monitor for fidelity and provide professional development opportunities for teachers to increase their understanding to implement the program with fidelity.<br><br>Literacy Coaching: Will provide professional development, modeling, and side by side coaching to ensure that teachers are using the program effectively.<br><br>Assessment:<br>NSGRA will be administered three times minimum each year.<br>Tier 2 and Tier 3 the Map NWEA quarterly.<br><br>Professional Learning: New teachers attended an Open Court PD as they prepared to start the year using the program. Another 3 hour session was held to deepen the learning of a small group. The literacy coach will be modeling and providing side-by side coaching. | Pagan, Shelby, shelby.pagan@osceolaschools.net |
| Action Step # 2: RISE will be used with students in grades 1-5 based on NSGRA levels. The focus will be on those students closest to grade level, to get them on grade level and beyond as soon as possible.<br><br>Literacy Leadership: Will review student data with the MTSS team to determine students that would be best served by the RISE or RISE UP program. We will provide the room, schedules, team, and resources to make sure that the program is implemented with fidelity.<br><br>Literacy Coaching: Will train those on the RISE team, and also teach a section or two of RISE.<br><br>Assessment: NSGRA will be administered three times minimum each year to gauge the progress of our students in the area of reading<br><br>Professional Learning: We will build teacher capacity with training, modeling, coaching, and classroom visits. | Pagan, Shelby, shelby.pagan@osceolaschools.net |
| Action Step: Benchmark will be used with fidelity in K-5 as part of tier 1 instruction.<br><br>Literacy Leadership: Will monitor for fidelity and provide professional development opportunities for teachers to increase their understanding to implement the program with fidelity.<br><br>Literacy Coaching: Will provide professional development, modeling, and side by side coaching to ensure that teachers are using the program effectively.<br><br>Assessment:<br>NSGRA will be administered three times minimum each year.<br>FAST, STAR, and STAR Early literacy will be administered three times. | Pagan, Shelby, shelby.pagan@osceolaschools.net |

| Action Step | Person Responsible for Monitoring |
|---|---|

Professional Learning: Professional development will be provided on how to use the Benchmark program to best meet the needs of all students.

## 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 engage families, students. and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction, and hold staff responsible for implementing any changes. It frequently
communicate high expectations for all students (e.g., "All students are col lege material"). Leaders demonstrate
how those beliefs manifest in the school building. For example:
•Collaborative planning is solutions-oriented and based in disaggregated data
• Student work is displayed 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 and the following, discipline referrals or incident reports, in-and out-of-school suspension. And attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done. Such as, Establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training and feedback to teachers on implementing these approaches. The administration ensures that teachers have resources, training, and ongoing support to meet them and pr ovides frequent, constructive feedback, and, actively make themselves available to teachers and staff. 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. 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. The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students. The school has established an infrastructure to support family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students, and follow up with what's being done as a result. We

also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for the school to intentionally engage with families of historically underserved 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.**

The administration ensures that teachers have resources, training, and ongoing support to meet the needs and provides frequent, constructive feedback, and, actively make themselves available to teachers and staff.

The leadership team actively solicit staff feedback on school-wide procedures and create opportunities for teachers to assume leadership roles.

The school has established an infrastructure to support family engagement, such as a decision-making SAC council and Parent Teacher Organization (PTO) to promote a positive culture and environment at the school.