

School District of Osceola County, FL

Sunrise Elementary School



2022-23 Schoolwide Improvement Plan

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Sunrise Elementary School

1925 HAM BROWN RD, Kissimmee, FL 34746

www.osceolaschools.net

Demographics

Principal: Jennifer Albright

Start Date for this Principal: 6/5/2017

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 (41%) 2018-19: B (57%) 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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Sunrise Elementary School

1925 HAM BROWN RD, Kissimmee, FL 34746

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 KG-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		B	B

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Sunrise Elementary School is dedicated to meeting the needs of its diverse population through academics, character development, and community involvement.

Provide the school's vision statement.

As a unified school, Sunrise Elementary staff and students will work collaboratively as lifelong learners utilizing all available educational resources to develop critical thinking skills for college and career readiness.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown menu. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Albright, Jennifer	Assistant Principal	Assistant Principal is responsible for highly effective instruction and safety at the school level.
Honeycutt, Wendy	Principal	The Principal is responsible for highly effective instruction and safety at the school level.
Diaz, Christine	Reading Coach	The reading coach is responsible to ensure the effectiveness of our school's Reading and Writing instruction.
Moore, Morgan	Math Coach	Math Coach is responsible to ensure the effectiveness of our school's Math and Science Instruction.
Williams, Shelly	School Counselor	The Guidance Counselor's responsibility is to ensure that the students social and emotional needs are met.
Seabolt, Amanda	Other	The Mentor's responsibility is to ensure high levels of instruction while supporting teachers pedagogically.

Demographic Information

Principal start date

Monday 6/5/2017, Jennifer Albright

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

30

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

1,048

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

1

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

12

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												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Number of students enrolled	140	152	154	184	172	172	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	3	24	20	22	0	0	0	0	0	0	0
Course failure in Math	0	0	2	10	20	15	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	42	54	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	50	73	0	0	0	0	0	0	0
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 exhibit two or more early warning indicators:

Indicator	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Students with two or more indicators	0	0	0	3	17	18	0	0	0	0	0	0	0

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

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

Date this data was collected or last updated

Friday 8/19/2022

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

Indicator	Grade Level											
	K	1	2	3	4	5	6	7	8	9	10	11
Number of students enrolled	144	135	150	153	157	158	0	0	0	0	0	0
Attendance below 90 percent	23	25	22	18	11	16	0	0	0	0	0	0
One or more suspensions	4	0	0	3	3	2	0	0	0	0	0	0
Course failure in ELA	0	0	1	6	7	8	0	0	0	0	0	0
Course failure in Math	0	0	1	6	4	5	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	56	49	50	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	79	58	65	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	144	135	150	153	157	158	0	0	0	0	0	0	0	
Attendance below 90 percent	23	25	22	18	11	16	0	0	0	0	0	0	0	
One or more suspensions	4	0	0	3	3	2	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	6	7	8	0	0	0	0	0	0	0	
Course failure in Math	0	0	1	6	4	5	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	56	49	50	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	79	58	65	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019	
	School	District	State	School	District	State	School	District
ELA Achievement	44%	48%	56%				54%	53%
ELA Learning Gains	51%						60%	56%
ELA Lowest 25th Percentile	43%						57%	51%
Math Achievement	38%	44%	50%				61%	55%
Math Learning Gains	45%						67%	59%
Math Lowest 25th Percentile	30%						51%	45%
Science Achievement	38%	46%	59%				52%	49%

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	57%	51%	6%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	49%	51%	-2%	58%	-9%
Cohort Comparison		-57%				
05	2022					
	2019	45%	48%	-3%	56%	-11%
Cohort Comparison		-49%				

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	63%	54%	9%	62%	1%
Cohort Comparison		0%				
04	2022					
	2019	57%	53%	4%	64%	-7%
Cohort Comparison		-63%				
05	2022					
	2019	51%	48%	3%	60%	-9%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School State Comparison
05	2022					
	2019	50%	45%	5%	53%	-3%
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
SWD	29	44	43	21	27	21	19			
ELL	32	50	42	23	36	27	30			
BLK	35	54	54	30	47	42	36			
HSP	43	49	42	35	43	28	36			
WHT	54	56		53	54		46			
FRL	41	48	38	32	42	27	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
SWD	23	11	20	21	26	18	28			
ELL	33	42	33	31	45	33	31			
BLK	43	52		35	33		46			
HSP	40	35	31	34	36	24	36			
MUL	20			30						
WHT	64	60		61	56		68			
FRL	39	36	23	33	36	25	40			

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
SWD	25	49	50	33	54	50	33			
ELL	38	50	52	52	70	59	42			
ASN	72	69		83	77					
BLK	51	63	40	57	63	36	33			
HSP	49	54	56	57	67	56	50			
MUL	75			67						
WHT	62	71	90	70	69		68			
FRL	47	56	58	54	62	51	46			

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)

OVERALL Federal Index – All Students

OVERALL Federal Index Below 41% All Students

Total Number of Subgroups Missing the Target

Progress of English Language Learners in Achieving English Language Proficiency

Total Points Earned for the Federal Index

Total Components for the Federal Index

Percent Tested

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students

Pacific Islander Students Subgroup Below 41% in the Current Year?

Number of Consecutive Years Pacific Islander Students Subgroup Below 32%

White Students

Federal Index - White Students

White Students Subgroup Below 41% in the Current Year?

Number of Consecutive Years White Students Subgroup Below 32%

Economically Disadvantaged Students

Federal Index - Economically Disadvantaged Students

Economically Disadvantaged Students Subgroup Below 41% in the Current Year?

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%

Part III: Planning for Improvement**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable

What trends emerge across grade levels, subgroups and core content areas?

Trends indicate:

SWD students are the lowest performing students in both ELA/Math.

No increase or decrease in ELA proficiency for 2021 to 2022 FSA.

Increase of 12 in ELA lowest quartile learning gains

Decrease in overall proficiency by 2 in Math.

ELL are our second lowest performing subgroup.

Overall Math proficiency is lower than Reading proficiency.

Science overall proficiency decrease of 8

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

Students with disabilities in ELA and Mathematics. ELL is both ELA and Mathematics. Math proficiency for all students

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

Not adequate collaborative planning time between all classroom teachers and VE push-in teacher creating a flexible schedule to allot for more collaborative planning time.

Adequate monitoring of intervention time- use NEST tool to conduct walkthroughs.

Fidelity of Tier 1 instruction- use the NEST tool, utilize new math curriculum.

Not enough math training-Training on new math curriculum.

Fidelity of ELL instructional supports- utilize NEST tool for monitoring during walkthroughs

Fidelity of Tier 1 reading instruction- utilize NEST tool, professional development on Guided Reading, Benchmark OpenCourt.

Fidelity of Science instruction-utilize NEST tool for monitoring

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

Learning gains increased in all areas. ELA learning gains increase of 6, Math learning gains increase of 5, ELA lowest quartile learning gains of 12, and math lowest quartile learning gains of 6.

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

Utilizing our flexible grouping model during our MTSS intervention time allowed for our lowest level students to reach the level of instruction based on their needs. ELA interventions included a new program called RISE that increased the level of our tier 2 students.

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

Emphasis on Guided Reading and OpenCourt.
Implementation of AVID school-wide.
Implementation of RISE during MTSS interventions for grades 2 and up
Flexibly grouping for iii.
Monitoring of Tier 1 using the NEST walkthrough tool.
Hiring Reading endorsed teachers.
Implementation of Agri-animal Science CHOICE school program.
Implementation of new math curriculum
Professional development in mathematics and ELA

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development (PD) in AVID strategies. PD in Guided Reading and OpenCourt.
Implementation of PLC Action teams with a focus on different areas of improvement.
Reading Endorsement PD opportunities offered through the school district.
Professional development from Carnegie math
Professional development on new math curriculum

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

Utilize the NEST walkthrough tool.
Parent involvement nights

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Social and Emotional Learning.

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

Professional School Counselors will implement evidenced based programs, striving the highest impact on student growth in the three standards outlined by ASCA (American School Counseling Association).

Standard A: Academic Development-Students will acquire the attitudes, knowledge and skills that contribute to effective learning and school and across the life span.

Standard A: Career Development: Students will acquire the skills to investigate the work in relation to knowledge of self and to make informed career decisions.

Standard A: Personal and Social Development-Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

ASCA School Counselor and Professional Standards and Competencies are as follows:

Standard A-Academic Development

Student perception of positive teacher-student relationships will increase from 72% to 75% on the Spring 2023 Panorama Survey evidenced by

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

Standard A-Career Development

Student perception of rigor and high expectations will increase from 78% to 80% on the Spring 2023 Panorama Survey evidenced by students favorably reporting that their teachers challenge them to high expectations around effort, understanding, persistence, and performance in class.

Standard A-Personal/Social Development

Students will increase knowledge, attitudes and interpersonal skills to help them understand and respect self and others from 70% to 75% on the Spring 2023 Panorama Survey

According to the EOY 2021-22 Panorama Survey, student perception of positive school climate decreased from 62% to 57%.

Professional school counselors will work to increase schoolwide sense of belonging and positive school climate.

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

Students in grades 3-5 will complete the 2022-23 Panorama Survey in the fall. Data will be monitored during weekly leadership meetings, bi-monthly problem-solving meetings, stocktake, PBIS committee meetings, teacher collaboration, and early warning system reviews such as eduClimber, report central, FOCUS, and XELLO. Discipline and attendance data will also be used to drive decision making.

Person responsible for monitoring outcome:

Shelly Williams (williash@osceola.k12.fl.us)

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

Create mental health programming based on data-driven decisions.

Collaborate to address the mental health needs of students.

Provide a tiered system of support to address academic, social and college and career readiness.

Evaluate mental health services to ensure they are addressing the academic achievement gaps.

Communicate the outcomes to key stakeholders.

Rationale for Evidence-based Strategy:

SEL involves the processes through which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions.

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

set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

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.

Post-Secondary Culture Action Step- Implement the use of XELLO for college and career lessons during classroom instruction.

Person Responsible Amanda Seabolt (amanda.seabolt@osceolaschools.net)

Conduct a needs assessment for classroom guidance lessons, small group, and individual lessons.

Person Responsible Shelly Williams (williash@osceola.k12.fl.us)

Implement PBIS and monitor. Train all staff on the Florida PBIS model and monitor. Complete the FLPBIS application for platinum status by 9/01/2022. Create PBIS action team. Schedule bi-annual presentation to the SAC committee to discuss discipline. Share PBIS data with staff quarterly. Attend monthly professional development trainings with district PBIS Coordinator.

Person Responsible Shelly Williams (williash@osceola.k12.fl.us)

School counselors to collaborate with stakeholders, staff, and school social worker related to direct services with students.

Person Responsible Shelly Williams (williash@osceola.k12.fl.us)

Implement anti-bullying task force according to district policy and procedure.

Person Responsible Shelly Williams (williash@osceola.k12.fl.us)

Schedule Sanford Harmony training October 5, 2022, for instructional staff. Teachers will implement the curriculum and the community building time built into their schedule to foster positive peer and teacher relationships.

Person Responsible Shelly Williams (williash@osceola.k12.fl.us)

Model and recognize the STARS expectations:

S-Safe at all times.

T-Take responsibility.

A-Active Listeners.

R-Respect yourself and others.

S-Strive for success.

Implement PBIS support on the school bus. Collaborate with bus drivers.

Person Responsible Shelly Williams (williash@osceola.k12.fl.us)

Schedule the 2022-23 Panorama Survey for all third, fourth, and fifth graders. Use the data to drive decision making. Schedule and complete six Safer, Smarter, Kids lessons for kindergarten students as required by Florida Law. Schedule and complete a school-wide human trafficking and substance abuse prevention lesson.

Person Responsible Shelly Williams (williash@osceola.k12.fl.us)

Florida law requires that "No later than July 1, 2023, and annually thereafter, each school district shall certify to the department that at least 80 percent of school personnel in elementary, middle, and high schools have been certified in youth mental health awareness and assistance." The approved training program for Florida school districts is Youth Mental Health First Aid.

The Sunrise Elementary mental health team will collaborate to schedule and deliver the required training to all staff during the 2022-23 school year.

Person Responsible Shelly Williams (williash@osceola.k12.fl.us)

Professional School Counselors will complete a training on SB1557 and adhere and comply by all laws, policies, and procedures related to parental consent for direct services provided by professional school counselors in the school

Person Responsible Shelly Williams (williash@osceola.k12.fl.us)

#2. 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.

During the 2021-22 school year, only 33% of professional learning communities were working at a stage 5 (analyzing student learning). Of the remaining 67%, 2 teams were working at stage 4 (developing common assessments) and 2 teams were working at stage 3 (planning, planning, planning).

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

By the end of the 2022-2023 school year, 100% of PLCs should be operating at stage 5 (analyzing student learning). For PLCs that are currently operating at stage 5, the expectation will be they are operating at stage 6 (adapting instruction to student needs).

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

1. Teams will analyze student data by participating in common assessment data dives.
2. Team leads will create an agenda for weekly meetings with notes and discussion topics to be having during PLCs. These agendas will be reviewed by PLC Facilitator.
3. Team Leads will have monthly meetings with PLC Facilitator and share progress on next PLC stage.
4. Teams will effectively use the PLC placemat to guide weekly meetings.
5. A leadership team member will be present and engaged in each PLC team meeting.

Person responsible for monitoring outcome:

Amanda Seabolt (amanda.seabolt@osceolaschools.net)

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

The PLC structure is one of continuous adult learning, strong collaboration, democratic participation, and consensus about the school environment and culture and how to create the desired environment and culture. In such a collegial culture, educators talk with one another about their practice, share knowledge, observe one another, and root for one another's success (Barth, 2006).

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

Engaging in the PLC process of collaborating with other teachers, analyzing data, and shifting the focus to student learning directly impacts student 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.

PLC teams will create and implement collective commitments that all team members will adhere.

Person Responsible

Amanda Seabolt (amanda.seabolt@osceolaschools.net)

Team members will use the PLC placemat effectively and as it pertains to their team's needs.

Person Responsible

Amanda Seabolt (amanda.seabolt@osceolaschools.net)

PLC Facilitator will review agendas and support teams not at stage 5 and provide professional development.

Person Responsible

Amanda Seabolt (amanda.seabolt@osceolaschools.net)

Each PLC team will have a leadership team member join each meeting to support and monitor the process.

Person Responsible Amanda Seabolt (amanda.seabolt@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.

An analysis of the 2021-2022 FSA data indicates a critical need. Based on the scores of 3 and 5th grade students, an average of 44% were proficient readers at Sunrise Elementary. An average of 46% were proficient across the district, and average of 55% across the state.

Measurable**Outcome:**

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

The average proficiency score on FAST will increase 17% from 44% on the FSA to 61% or greater in all grade levels.

Monitoring:

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

1. Administration, leadership team, and Literacy Coach will monitor the collaborative team ensure time is being used effectively and to evaluate the level of PLC Team weekly.
2. School Stocktake meetings will take place monthly in which the Literacy Coach will report progress to the Administration on the area of focus for this school year.
3. Formative Assessments as well as district administered progress monitoring assessments (F.A.S.T and NSGRA) will be used to measure PRE-MID-END of school year progress of student learning. The data collected will be analyzed and used to design professional learning and coaching opportunities based on teachers' needs.
4. Utilize the NEST tool to identify classroom trends and areas of immediate support.

Person responsible for monitoring outcome:

Christine Diaz (christine.diaz@osceolaschools.net)

Evidence-based**Strategy:**

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

Research indicates that the MTSS model and differentiation of instruction appropriately has a positive effect on student achievement. Analysis of student assessment data both formative and summative serves a critical role in teacher decision-making and meeting the needs of all learners in the classroom.

**Rationale for
Evidence-based****Strategy:**

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

Literacy screening for all students provides educators with the opportunity to support them in becoming proficient readers. Equity is contingent upon effective screening and responding to resultant data with a prescriptive data-based decision-making process (DBDM). Schools with effective Multi-tiered Systems of Support (MTSS) models screen all students at least three times a year with an evidence-based screening assessment. (Pirani-McGurl, C., Leonard, K., Coyle, J., Goldberg, S., Soule, K., & Burns, D. (2022).)

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. Literacy Coach will provide training on implementation of Benchmark curriculum in the classroom and alignment B.E.S.T standards within the units.

Person Responsible Christine Diaz (christine.diaz@osceolaschools.net)

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

Person Responsible Christine Diaz (christine.diaz@osceolaschools.net)

3. Instructional Staff will utilize high-quality ELA instructional materials found in the curriculum unit plans (CUPs).

Person Responsible Christine Diaz (christine.diaz@osceolaschools.net)

4. Kindergarten Open Court professional development for new teachers, which explicitly demonstrates implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency and vocabulary and language development.

Person Responsible Christine Diaz (christine.diaz@osceolaschools.net)

5. First Grade Open Court professional development for new teachers, which explicitly demonstrates implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate, and accuracy and vocabulary and language development.

Person Responsible Christine Diaz (christine.diaz@osceolaschools.net)

6. Second Grade Open Court professional development for new teachers, which explicitly demonstrates implementation of decoding phonics/word analysis, fluency: rate, accuracy, prosody, and vocabulary and language development.

Person Responsible Christine Diaz (christine.diaz@osceolaschools.net)

7. Literacy Coach will provide Guided Reading training and resources, which will help instructional staff differentiate group instruction and target specific student needs.

Person Responsible Christine Diaz (christine.diaz@osceolaschools.net)

8. Schoolwide implementation of RISE curriculum.

Person Responsible Christine Diaz (christine.diaz@osceolaschools.net)

9. Highly effective teachers/classrooms will be used as model lessons to effectively demonstrate to their peers implementation of different ELA components.

Person Responsible Christine Diaz (christine.diaz@osceolaschools.net)

10. Monthly meetings with the MTSS Coach to evaluate student data and interventions to determine the effectiveness of academic literacy for TIER 1, 2, and 3 students.

Person Responsible Christine Diaz (christine.diaz@osceolaschools.net)

11. Students will participate in flexible grouping and targeted intervention TIER 1, 2, and 3.

Person Responsible [no one identified]

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

Person Responsible Christine Diaz (christine.diaz@osceolaschools.net)

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

Person Responsible Christine Diaz (christine.diaz@osceolaschools.net)

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

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

An analysis of the 2021-2022 FSA Math data indicates a critical need. Based on the scores 3rd, 4th, and 5th grade students, an average of 38% were proficient in Math at Sunrise Elementary. An average of 43% were proficient across the district, and an average of 57% were proficient in the state.

Measurable**Outcome:**

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

Using the results from the F.A.S.T., the average proficiency score will increase 15% from 38% to 53% or greater.

Monitoring:

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

Tier 1 instruction is the only way to achieve proficiency. Student learning will be monitored through coaching cycles, the evidence of implemented AVID strategies, attention given to social emotional learning and equity, and a direct, purposeful focus on Tier 1 instruction as determined by Florida's B.E.S.T. standards. Common assessment data, F.A.S.T., and STAR data will be used during PLCs to monitor student progress. Utilize the NEST tool to identify classroom trends.

Person responsible for monitoring outcome:

Morgan Moore (morgan.moore@osceolaschools.net)

Evidence-based Strategy:

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

The use of the CRA (Concrete, Representational, Abstract) progression helps to build conceptual knowledge through the use of manipulatives and student productive struggle.

Rationale for Evidence-based Strategy:

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

Poor conceptual understanding leads to confusion and error patterns when concepts are to be communicated using symbols (Kroesbergen et al. 2014). To help students grow towards proficiency, we must use the CRA progression to scaffold students learning. Research shows that students improved their performance across each of the mathematical concepts taught using the CRA progression. In addition, the error patterns observed prior to instruction did not continue nor were they evident after instruction using the CRA progression (Hinton, V. M., & Flores, M. M. 2019)

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.

Professional Learning Community- Through data driven decisions, PLTs identify needs, collaborate on high yield strategies, and implement those strategies for Tier 1 and differentiated instruction taking place in the classroom. En

teachers are planning to include AVID focus strategies (WICOR). Ensure procedural fluency skills are delivered with accuracy, that the guaranteed and viable curriculum is used effectively, and that the curriculum is used effectively, the curriculum unit plans guide instructional pacing with fidelity.

Person Responsible Morgan Moore (morgan.moore@osceolaschools.net)

Instructional Coaching- Support instruction through directive, facilitative, or collaborative coaching. Ensure the delivery of Florida B.E.S.T. standards are accurately addressed. Support the strategic implementation of AVID strategies and the Florida Reveal alongside district curriculum unit plans. Ensure an optimal learning environment is in place for learning to occur.

Person Responsible Morgan Moore (morgan.moore@osceolaschools.net)

Professional Development- Provide professional development as needed throughout the year that focuses on the development of fluency across all grade levels through Mathematical Thinking and Reasoning Standards, developing understanding of a balanced math block that includes small group learning to differentiate instruction, and developing understanding of the Florida Reveal math curriculum.

Person Responsible Morgan Moore (morgan.moore@osceolaschools.net)

MTSS Meetings- Problem solving teams will meet bi-monthly with the MTSS coach to review student data and interventions to determine the effectiveness of math support for Tier 1, 2 & 3.

Person Responsible Morgan Moore (morgan.moore@osceolaschools.net)

Small Group Instruction- PLTs determine specific student needs through formative, summative, or district driven assessments to purposefully plan for differentiated, Tier 2 instruction within small group time. PLTs ensure quality, materials are being used to help close achievement gaps.

Person Responsible Morgan Moore (morgan.moore@osceolaschools.net)

Standards Aligned Instruction- Maintain a clear understanding of what students need to know as determined by Florida B.E.S.T. standards and ensure students have a clear understanding of what they are learning. Use the curriculum unit plans and the vetted Florida Reveal materials with fidelity. Ensure a focus on the optimal learning environment and instruction. Embed AVID strategies (WICOR) which engage students in learning.

Person Responsible Morgan Moore (morgan.moore@osceolaschools.net)

Carnegie math- utilize expert math teachers to support and provide feedback to teachers, lead team, and admin.

Person Responsible Morgan Moore (morgan.moore@osceolaschools.net)

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

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

An analysis of the 2021-2022 FCAT Science data indicates a critical need. Based on the scores of 5th grade students, an average of 38% were proficient in Science at Sunrise Elementary School, an average of 40% were proficient across the district, and an average of 48% were proficient in Science across the state.

Measurable**Outcome:**

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

Using the results from the FSSA, the average proficiency score will increase 9% from 38% to 47%.

Monitoring:

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

Tier 1 instruction is the only way to achieve proficiency. Student learning will be monitored through coaching cycles, the evidence of implemented AVID strategies, a consistent and persistent delivery of scientific skills, attention given to social emotional learning and equity, a direct, purposeful focus on Tier 1 instruction as determined by Florida State Academic Standards, Common assessment data, and NWEA data will be during PLC to monitor student progress. Utilize the NEST tool to identify classroom trends.

Person responsible for monitoring outcome:

Morgan Moore (morgan.moore@osceolaschools.net)

Evidence-based**Strategy:**

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

A collaborative classroom is defined as an intentional environment in which collaboration and social development are infused into academic content.

Rationale for Evidence-based

Strategy:

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

Participation in academic discourse through the use of collaborative structures will increase student achievement. As students work collaboratively, they are more engaged in the learning process, thus increasing their growth towards proficiency. "Working together to achieve a common goal produces higher achievement and greater productivity than does working alone." (Johnson and Johnson, 1999)

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.

Professional Learning Community- Through data driven decisions, PLTs identify needs, collaborate on high yield strategies, and implement those strategies for Tier 1 and differentiated instruction taking place in the classroom. Elementary teachers are planning to include AVID focus strategies (WICOR) and the 5E model. Ensure skills are delivered with

accuracy, that the guaranteed and viable curriculum is used effectively, and that the curriculum unit plans guide instructional pacing with fidelity.

Person Responsible Morgan Moore (morgan.moore@osceolaschools.net)

Instructional Coaching- Support instruction through directive, facilitative, or collaborative coaching. Ensure the delivery of Florida State Academic Standards are accurately addressed. Support the strategic implementation of AVID strategies, 5E model, and district curriculum unit plans. Ensure an optimal learning environment is in place for learning to occur. Provide professional development as needed throughout the year.

Person Responsible Morgan Moore (morgan.moore@osceolaschools.net)

Professional Development- Provide professional development as needed throughout the year that focuses on the development of science skills across all grade levels, developing an understanding of a 5E model, and developing an understanding of various AVID strategies and other collaborative techniques.

Person Responsible Morgan Moore (morgan.moore@osceolaschools.net)

Active Learning Experiences- Through collaborative discourse students can investigate through inquiry, participate in experiments, develop models and engage in simulations. Students will participate in Science Bootcamp, STEM lab, Florida State of Science, agricultural and animal science, and other relevant experiences to deepen their scientific knowledge.

Person Responsible Morgan Moore (morgan.moore@osceolaschools.net)

Standards Aligned Instruction- Maintain a clear understanding of what students need to know as determined by Florida State Academic Standards and ensure students have a clear understanding of what they are learning. Use the curriculum unit plans and the vetted materials with fidelity. Ensure a focus on the optimal learning environment and Tier 1 instruction. Embed academic discourse through collaborative structures, interactive notebooks and other AVID strategies (WIC) which engage students in learning.

Person Responsible Morgan Moore (morgan.moore@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 state 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 based on 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 2022 NWEA data we have identified that 51% of our K-2 students are performing below level.

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

An analysis of the 2021-2022 FSA data indicates a critical need. Based on the scores of 3rd, 4th, and 5th grade students, an average of 56% of our students are performing below grade level.

Measurable Outcomes:

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

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

Grades K-2: Measureable Outcome(s)

The average proficiency score on STAR will increase 12% from 49% on the FSA to 61% or greater in all grade levels.

Grades 3-5: Measureable Outcome(s)

The average proficiency score on FAST will increase 6% from 44% on the FSA to 50% or greater in all grade levels.

Monitoring:

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

1. Administration, leadership team, and Literacy Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of PLC Team weekly.
2. School Stocktake meetings will take place monthly in which the Literacy Coach will report progress to the Administration on the area of focus for this school year.
3. Formative Assessments as well as district administered progress monitoring assessments (F.A.S.T and NSGRA) will be used to measure PRE-MID-END of school year progress of student learning. The data collected will be analyzed and used to design professional learning and coaching opportunities based on teachers' needs.
4. Utilize the NEST tool to identify classroom trends and areas of immediate support.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Diaz, Christine , christine.diaz@osceolaschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each goal and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstration of 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?

Research indicates that the MTSS model and differentiation of instruction appropriately has a positive effect on student achievement. Analysis of student assessment data both formative and summative serves a critical role in teacher decision making and meeting the needs of all learners in the classroom.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting evidence-based 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?

Literacy screening for all students provides educators with the opportunity to support them in becoming proficient readers. Equity is contingent upon effective screening and responding to resultant data with a prescriptive data-based decision making process (DBDM). Schools with effective Multi-tiered Systems of Support (MTSS) models screen all students three times a year with an evidence-based screening assessment. (Pirani-McGurl, C., Leonard, K., Cohen-Goldberg, Soule, K., & Burns, D. (2022).)

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 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible Monitoring
FCRR Student Center Activities (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate) This can be used in addition to our Tier 1 foundational skills (Open Court)	Diaz, Christine , christine.diaz@osceolaschools.org
Professional learning for RISE/RISE UP accelerated intervention (Visible Learning effect size - small group learning: .47 promising) Easily implemented in grades 3-5 for students who are below grade level.	Diaz, Christine , christine.diaz@osceolaschools.org

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, 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 implementing school improvement strategies that impact the school culture and environment. Stakeholder groups 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.

ASCA Mindsets & Behaviors are organized in three broad domains: academic, career, and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students understand the connection between school and the world of work. Critical planning for a successful transition from school to postsecondary education, and/or the world of work- from job to job across the life span.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions, learn, and apply interpersonal skills.

The School District of Osceola County focuses on the 4E's, Enroll, Enlist, Employ, and Explore.

The 4E's ensure all students set goals, create a vision, and have a post-secondary plan.

College and Career lessons are delivered to students in kindergarten through second grade during science.

Students in third through fifth grade receive college and career instruction during their ELA instruction time. College and career lessons are delivered through XELLO and built within the curriculum.

All staff model and support PBIS to promote a positive school culture. Sunrise Elementary earned the PBIS Model School and Resiliency Award for the last two consecutive years.

Additional 20 minute block of time has been added to the master schedule to allow for classroom meetings to increase relationships within the classroom.

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

Teachers establish and practice clear expectations and classroom procedures and provide feedback to students. All of our faculty and staff work together to ensure that our students are rewarded for actively demonstrating our STARS expectations; Safe at all times, Take Responsibility, Active Listeners, Respect Yourself and Others, and Strive for Success. Furthermore, all faculty and staff at Sunrise Elementary consistently model and practice our expectations towards each other, our students, and all stakeholders. Staff have the opportunity to acknowledge their peers via formal staff recognition awards, presented during morning announcements. We work to include all stakeholders via yearly events such as, Kindness/Respect family nights, academic exploration nights, holiday events, newsletters, and social media. Upon doing so, we as a community are assisting all of our students to be successful at achieving our STARS expectations, which are lifelong skills while also creating a positive school culture. ISS/OSS and referral data is analyzed by both the problem solving team and the PBIS team and utilized to make intervention decisions bi-monthly. Administration ensures that teachers have resources, training, and ongoing support necessary for success. The school has many opportunities for staff to assume leadership roles. Examples, PLC Lead, grade level chair, model for other teachers, PBIS team, etc. The school has a parent engagement plan that was created as a staff. Parents are able to participate in the SAC council as well. By seeking input from the families and communities we can utilize this information and form a bond with the stakeholders by earning trust. It is a priority for the school to intentionally engage with families of historically undeserved students. Teachers and staff receive multiple training's on social emotional learning as well. All staff receive equity and diversity training. Professional School Counselors teach SEL, safety lessons, promote college and career readiness using the 4E Model, and collaborate with community resources to provide outreach to families in need.