

School District of Osceola County, FL

Thacker Avenue Elementary For International Studies



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

Thacker Avenue Elementary For International Studies

301 N THACKER AVE, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Valerie Martinez

Start Date for this Principal: 8/2/2022

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 White Students Economically Disadvantaged Students
School Grades History	2021-22: C (45%) 2018-19: C (48%) 2017-18: C (45%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Thacker Avenue Elementary For International Studies

301 N THACKER AVE, 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 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	89%

School Grades History

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

Thacker Avenue Elementary School for International Studies will guarantee a culture of equitable, rigorous, collaborative, student-centered learning for every student.

Provide the school's vision statement.

Thacker Avenue Elementary School for International Studies aspires to develop students who have the perseverance and dedication to successfully navigate and take ownership of their comprehensive school journey, academically, socially, physically and emotionally.

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
Martinez, Valerie	Principal	<p>Job duties focus to ensure the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula. To ensure student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district. To enable faculty and staff to work as a system focused on student learning and maintain a school climate that supports student engagement in learning. To establish high expectations for learning growth by all students. To engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school. To provide timely feedback to faculty on the effectiveness of instruction. To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.</p>
Merritt, Tracey	Assistant Principal	<p>To assist the principal in the operation and management of all activities and functions which occur within a school. To assist the principal in all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To serve as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public. To assist the principal in ensuring the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula. To assist the principal in ensuring student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district; international assessments; and other indicators of student success adopted by the district and state. To assist the principal in enabling faculty and staff to work as a system focused on student learning and maintain a school climate that supports student engagement in learning. To establish high expectations for learning growth by all students. To engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</p>
Little, Carolyn	School Counselor	<p>The guidance counselor works directly to support SEL school wide, small targeted intervention groups, implementation of 504 plans, parent conferences, Bullying designee and threat assessments.</p>
Martinez, Margaret	School Counselor	<p>The 21st Century Grant funded Guidance Counselor works to implement an intensive school-wide, targeted behavior intervention support program. The purpose of this position is provide both academic and behavioral supports to assist students and families in accessing school based opportunities for success.</p>

Name	Position Title	Job Duties and Responsibilities
McFarland, Wendi	Reading Coach	The Literacy Coach focuses on student progress by working with teachers to ensure implementation of research-based reading programs and strategies with fidelity. Our coach serves as an instructional mentor by conducting lessons, modeling best- practice, working with student groups, providing non-evaluative instructional feedback, assessing student progress, and providing input on the intervention and enrichment processes. (MTSS). Her work includes analyzing literacy data to identify trends and develop plans to meet student needs. She provides technical assistance, provides training and helps engage parents through our outreach opportunities.
Archambeau, Gidget	Instructional Coach	The MTSS coach works to build a system of academic and behavior supports to ensure students and families remain engaged in the system of school. This role monitors and implements the organizational structure of tiered intervention in core content and behavior. This person is an expert in instructional delivery, differentiation, and is detail oriented. The position has a comprehensive understanding of content and data analysis.
Bianchi, Clarissa	Math Coach	Math and science coach focuses on student achievement by working with teachers to ensure quality implementation of Instructional research-based math and science programs. Support and assist classroom teachers in assessing the specific math and science needs of students. Provide opportunities for professional development. She will work to support PLC, data analysis, disaggregation and equity-based instruction.
Shaw, Christine	Instructional Media	The media specialist is integral in supporting literacy school wide. In addition, this position serves as the testing coordinator for district and state sponsored assessments. This position interacts with every student at every level and coordinates school-wide efforts in literacy. This position also assists with the technology home-to-school connections. She also is our PLC lead and is in contact with each PLC and their progression through the PLC stages working as a liaison between PLCs and administration.
Wiseman Livingston, Jodie	Instructional Coach	As the IB Coordinator, she is responsible for facilitating the development and the implementation of our approved Programme of Inquiry. These transdisciplinary themes are central to the foundations necessary to create globally minded learners at every grade level VPK-grade 5. She will participate, lead and foster professional development as we enter the reauthorization and evaluation process this school year. Her reading endorsement will also allow us to continue working with literacy at high levels.
Valencia, Ivonne	ELL Compliance Specialist	The role of EES is collaborative and strategic. This position monitors the compliance portion of our second language learners, ensures fidelity with the requirements of the consent decree are being met. They are integral in

Name	Position Title	Job Duties and Responsibilities
		providing instructional support strategies to meet the needs of students with the need for supports.
Carreras Irizarry, Winifred	Staffing Specialist	The RCS works with directly with both teachers and leaders to schedule, staff, and support students with exceptional needs including the development of IEPs, documentation of services rendered, home-to-school connections, and instructional supports. The RCS maintains compliance with IDEA and provides data to support the students with special needs in regards to additional services needed.

Demographic Information

Principal start date

Tuesday 8/2/2022, Valerie Martinez

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

4

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

19

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

643

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

13

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	82	110	112	103	97	103	0	0	0	0	0	0	0	607
Attendance below 90 percent	47	40	34	39	37	34	0	0	0	0	0	0	0	231
One or more suspensions	0	0	1	2	0	6	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	6	27	18	0	0	0	0	0	0	0	51
Course failure in Math	0	0	0	4	3	14	0	0	0	0	0	0	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	38	41	0	0	0	0	0	0	0	79
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	44	43	0	0	0	0	0	0	0	87
Number of students with a substantial reading deficiency	12	25	28	33	38	41	0	0	0	0	0	0	0	177

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	1	1	1	0	0	0	0	0	0	0	0	3

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	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Saturday 8/6/2022

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	100	119	89	94	109	110	0	0	0	0	0	0	0	621
Attendance below 90 percent	11	13	10	9	8	9	0	0	0	0	0	0	0	60
One or more suspensions	0	1	1	6	6	0	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	2	2	7	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	1	3	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	49	38	55	0	0	0	0	0	0	0	142
Level 1 on 2019 statewide FSA Math assessment	0	0	0	53	45	58	0	0	0	0	0	0	0	156
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	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	18	23	0	0	0	0	0	0	0	41

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	119	89	94	109	110	0	0	0	0	0	0	0	621
Attendance below 90 percent	11	13	10	9	8	9	0	0	0	0	0	0	0	60
One or more suspensions	0	1	1	6	6	0	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	2	2	7	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	1	3	2	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	49	38	55	0	0	0	0	0	0	0	142
Level 1 on 2019 statewide FSA Math assessment	0	0	0	53	45	58	0	0	0	0	0	0	0	156
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	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	18	23	0	0	0	0	0	0	0	41

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	48%	56%				44%	53%	57%
ELA Learning Gains	47%						50%	56%	58%
ELA Lowest 25th Percentile	48%						40%	51%	53%
Math Achievement	39%	44%	50%				50%	55%	63%
Math Learning Gains	55%						61%	59%	62%
Math Lowest 25th Percentile	48%						48%	45%	51%
Science Achievement	40%	46%	59%				44%	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	43%	51%	-8%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	43%	51%	-8%	58%	-15%
Cohort Comparison		-43%				
05	2022					
	2019	32%	48%	-16%	56%	-24%
Cohort Comparison		-43%				

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	43%	54%	-11%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	54%	53%	1%	64%	-10%
Cohort Comparison		-43%				
05	2022					
	2019	35%	48%	-13%	60%	-25%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	37%	45%	-8%	53%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	8	40	44	14	44	44	5				
ELL	35	52	53	33	48	29	37				
BLK	30	59		35	59		43				
HSP	37	46	48	38	55	43	36				
WHT	43	45		46	57		38				
FRL	31	45	47	33	52	43	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	18	16	9	20	16		16				
ELL	37	43	22	37	35	7	36				
BLK	28	23		38	15		29				
HSP	38	35	33	35	34	23	35				
WHT	41	50		46	50		54				
FRL	34	33	35	33	32	26	28				
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	21	44	46	22	50	54	23				
ELL	37	46	38	48	60	50	33				
BLK	36	43		48	63		40				
HSP	43	51	44	48	61	49	43				
WHT	56	53		57	54		52				
FRL	41	47	42	46	59	47	42				

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
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	49
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	43
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?

State-wide data from 2021-22 indicates that our ELA Achievement flatlined at 37% of our students reaching proficiency. Students are ranging from 2-4 years below grade level by the time they enter 3rd grade. This makes closing the achievement gap very difficult. In addition, the predominance of newly enrolled students with IEPs from other states and districts has increased caseload and created a need for more resources. This information coupled with the implementation of a new monitoring tool through NWEA shows that progress concerns in ELA, specifically phonemic awareness, vocabulary development and comprehension strategies, continue for SWD as well as other subgroups. The constant changes in scheduling and instructional platforms being used made it difficult to address all concerns. Panorama survey data shows that students are unable to regulate emotion and feel as though the school climate needs addressed with regards to safety and a sense of belonging. These SEL needs pervasively effect the ability to address learning in the classroom. On a positive note, math & science achievement increased, as well as learning gains in both reading and math and the lowest quartile in math & reading. The percent of total points increased from 34% to 45%.

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

Student academic performance is a concern in all content areas. This occurs when the tier I instruction needs to be addressed. As the only IB-PYP school in the district, a considerable amount of effort has been placed on gaining an opportunity to design our curriculum units in ways that support the IB-PYP model. There is a need to increase mastery learning to and beyond proficiency in all groups. Core content reading instruction with an emphasis on foundational reading skills is needed at every grade level based on NWEA and NSGRA data collection. Guided reading and targeted math and reading interventions need to be in place in all grade levels, but especially the primary grades with foundational skills.

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

Thacker has experienced significant staff turnover at the administrative, leadership, and instructional levels over the past 6 years resulting in a constant need to redistribute effectiveness in varying grade levels and positions. This constant change has been a barrier to instructional development in capacity for excellence and created a system in need of consistency in order to become stabilized. This year our principal was the Assistant Principal who had been at the school for 4 years. The entire leadership team, including the Assistant Principal is new to the school. This year we will have a focus on AVID strategies and re igniting the IB PYP program based on the reauthorization recommendations given to the school last Spring. In order to continue improvement, the staff must stabilize and a clearly aligned focus that coordinates high quality instruction, rigorous curriculum and actionable feedback must occur.

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

Math learning gains and the learning gain from the lowest quartile showed the most improvement. Math learning gains increase from 34%-55% (11 percentage points) and the lowest quartile gains increased from 21%- 48% (27% percentage points).

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

The Math Coach provided dedicated support to classroom teachers aimed at improving rigorous , standards-aligned math instruction that met the demands of the assessment process. This included the development of standards-aligned daily tasks and test-aligned question stems to provide students with an opportunity to understand their assessment. Interventions were based on the specific skill needs of students as indicated on progress monitoring assessments.

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

Acceleration is based on accurately knowing the performance of students and actively engaging them them in both remedial, on-target, and enrichment activities. As we learned how to navigate COVID conditions, we explored creative solution to student grouping which allowed for more intensive supports with opportunities to increase exposure to o and above grade level tasks. Using data from NWEA, teachers were able to design instructional supports to help students close gaps created by the pandemic. Strategies that reimagine student grouping, systematic review of performance, rigorous task aligned to the BEST standards, and on-going performance checks are necessary to accelerate learning.

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 is critical to improved instructional practices, which must occur in order to maximize and improve student achievement in every classroom. Last year's IB re-evaluation recommendations indicated a refocus on IB PLC planning. An IB consultant will be at the school for 3

days each month to work with PLCs, the leadership teach and the IB Coordinator. AVID strategies will be embedded into all PD presented including writing, inquiry, collaboration, organization and reading. Professional development will center around these two areas as well as around supporting trauma impacted classrooms through social emotional learning initiatives like restorative justice and principles of self-regulation. Comprehensively we are addressing the needs of students academically and socially with organization structures and curriculum understanding.

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

Thacker Avenue Elementary School for International Studies offers a multitude of service delivery models to meet student needs. In addition to the areas addressed above, we will continue to provide support for learning in the home with Instructional Support videos for parents and students. We will continue to meet monthly to address learning in the home with building capacity events funded by Title I. We will also continue to support learning and social-emotional well-being with our after school programs as part of the 21st Learning grant for our lowest quartile students.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Professional Learning Communities

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

If teachers participate in authentic PLCs in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement. Then student achievement will increase.

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

All PLC communities will be at a Stage 5- Analyzing Student Learning. Implement standards-based lessons using embedded formative assessment strategies in individual classrooms. Provide students with feedback on how to improve their work, and encourage student-to student feedback.

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

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. 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. School Stocktake Model will take place every month and the PLC administrator and PLC facilitator will report progress to the Principal on the Area of Focus.

Person responsible for monitoring outcome:

Christine Shaw (christine.shaw@osceolaschools.net)

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

PLC is defined as "...an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (DuFour, 2006).

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

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.

selecting this strategy.**Action Steps to Implement**

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

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

Person Responsible Christine Shaw (christine.shaw@osceolaschools.net)

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

Person Responsible Valerie Martinez (valerie.martinez@osceolaschools.net)

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

Person Responsible Valerie Martinez (valerie.martinez@osceolaschools.net)

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

Person Responsible Christine Shaw (christine.shaw@osceolaschools.net)

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

Person Responsible Christine Shaw (christine.shaw@osceolaschools.net)

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

Person Responsible Valerie Martinez (valerie.martinez@osceolaschools.net)

Teachers will plan together within their PLCs to incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups. AVID/IB coordinator will be involved and guiding grade level teams to assist in the implementation of AVID strategies.

Person Responsible Jodie Wiseman Livingston (jodie.wisemanlivingston@osceolaschools.net)

MTSS Coach will be involved in guiding PLC teams to select and collect data pertaining to specific interventions targeted to the skills students need remediated or enriched.

Person Responsible Christine Shaw (christine.shaw@osceolaschools.net)

#2. Positive Culture and Environment specifically relating to school environment**Area of Focus**

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

Well-implemented programs, such as, Positive Behavior Implementation and Support (PBIS), designed to foster positive outcomes have been found to generate, better test scores and higher graduation rates, and improved social behavior. These competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop a positive culture they need to succeed in life.

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

2021-2022 Panorama Survey showed a 46% of students answered favorably about emotion regulation. In 2022-2023 this question will be increased by 10% to 56%.

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

All surveys will be analyzed to identify schools' interventions that will support a positive culture within the school. The leadership team will review monthly during the Stocktake PBIS, behavior and attendance data for subgroups, and develop interventions as required.

Person responsible for monitoring outcome:

Marie Protano Valero (marie.protanovalero@osceolaschools.net)

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

The school utilizes the Positive Behavior and Intervention Support (PBIS) model. All students earn "Cat Cash" when school expectations are displayed. The students will use their "Cat Cash" for monthly activities or items in the school store. Since students are diverse in their learning styles and needs, this program works with all students in the school setting allowing us to meet the needs of all students.

Rationale for Evidence-based Strategy:

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

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

Action Steps to Implement

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

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

Person Responsible Tracey Merritt (tracey.merritt@osceolaschools.net)

The person responsible for monitoring will lead a PLC group utilizing the book, Hacking School Discipline and incorporate Win-Win Discipline strategies. Each month teachers will read a chapter of the book and identify the strategy that can be used in the classroom to build a culture of empathy and responsibility among the students. The strategies will be presented to students through the use of restorative circles. The person responsible for monitoring will also provide weekly strategies to teachers that can be used in the classroom to build a sense of community in the classroom.

Person Responsible Marie Protano Valero (marie.protanovalero@osceolaschools.net)

Teachers will increase student input and voice through collaboration during their PLC planning time.

Person Responsible Christine Shaw (christine.shaw@osceolaschools.net)

The person responsible for monitoring will share with teachers how to conduct a morning meeting/ restorative circle to be used in the classroom. This approach allows students to express their feelings about incidents that happen in the classroom/school. Students that are in need of additional support will meet with the Restorative Coach for a mediation and discuss how to restore relationships in the classroom with both peers and adults.

Person Responsible Marie Protano Valero (marie.protanovalero@osceolaschools.net)

Teachers will use active learning strategies like hands-on, experiential, and project-based activities including STEM activities and lesson designed around WICOR strategies.

Person Responsible Jodie Wiseman Livingston (jodie.wisemanlivingston@osceolaschools.net)

Teachers will integrate behavior strategies into their classroom culture, such as self-management, self-confidence, self efficacy, and social awareness where applicable. IB learner profiles will be addressed in each classroom and the AVID Successful student will be highlighted throughout the school year. Individual student led conference will be scheduled for students to share successes and goals with parents.

Person Responsible Jodie Wiseman Livingston (jodie.wisemanlivingston@osceolaschools.net)

Teachers will facilitate peer learning and teaching - collaborative learning.

Person Responsible Christine Shaw (christine.shaw@osceolaschools.net)

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

Person Responsible Tracey Merritt (tracey.merritt@osceolaschools.net)

PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team and reported out at monthly Stocktake. The PBIS team will meet monthly to discuss student behavior and develop interventions to use in the classroom for students that need additional support. A representative from each grade level will share on behalf of their team.

Person Responsible Marie Protano Valero (marie.protanovalero@osceolaschools.net)

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

Person Responsible Tracey Merritt (tracey.merritt@osceolaschools.net)

Behavior interventions will be addressed through the MTSS process with tier 1, 2 and 3 behavior interventions. Interventions and data will be monitored by the MTSS Leadership team and reported to Stocktake.

Person Responsible Gidget Archambeau (gidget.archambeau@osceolaschools.net)

#3. Instructional Practice specifically relating to Math

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

Given the 2021 -2022 school data finding that 39% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of mathematic achievement for all students.

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

Math proficiency will be at 50% for the 2022-2023 school year.

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

Administration, leadership team, and Math Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. Administrative team will monitor the rigor of questioning in the classroom that develops proficiency for the grade-level benchmarks. Questions should be focused on Costa’s higher levels of questions and IB lines of Inquiry. School Stocktake Model will take place every month and the Math Coach will present data to the Principal on the Area of Focus.

Person responsible for monitoring outcome:

Clarissa Bianchi (clarissa.bianchi@osceolaschools.net)

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

Procedural fluency is the ability of students to apply procedures consistently, accurately, efficiently, and flexibly.

Rationale for Evidence-based Strategy:

Procedural fluency is more than memorizing facts or procedures, and it is more than understanding and being able to use one procedure for a given situation. Procedural fluency builds on a foundation of conceptual understanding, strategic reasoning, and problem-solving (NGA Center & CCSSO, 2010; NCTM, 2000, 2014). All students need to

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

have a deep and flexible knowledge of a variety of procedures, along with an ability to make critical judgments about which procedures or strategies are appropriate for use, in particular, situations (NRC, 2001, 2005, 2012; Star, 2005). Procedural fluency extends students' computational fluency and applies to all strands of mathematics.

Action Steps to Implement

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

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

Person Responsible Clarissa Bianchi (clarissa.bianchi@osceolaschools.net)

Teachers will work collaboratively in PLC to develop problems for the week. Students will be presented with a problem of the week focused on the fluency benchmarks for their grade level. Students will have an opportunity to share their strategy for solving the problem on sticky notes. Students will explore problems using the Inquiry process (AVID/IB approach).

Person Responsible Jodie Wiseman Livingston (jodie.wisemanlivingston@osceolaschools.net)

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

Person Responsible Clarissa Bianchi (clarissa.bianchi@osceolaschools.net)

The math coach will work collaboratively with PLC teams and model lessons with fluency as a focus. The math coach will observe classroom lessons and reflect with teachers and PLC teams on the development of fluency.

Person Responsible Clarissa Bianchi (clarissa.bianchi@osceolaschools.net)

Students will keep a journal to reflect on the strategies they are learning including an explanation of which strategies they prefer to use and when (Writing; MTR 3). Journal will include the AVID strategy of Focused Notetaking Process/Interactive Notebooks.

Person Responsible Clarissa Bianchi (clarissa.bianchi@osceolaschools.net)

Teachers will use completed examples of different strategies for the fluency benchmarks and provide students the opportunity to engage in error analysis (Inquiry; MTR 6). Teachers will use an appropriate developmental AVID strategy such as a philosophical chair or stand up-hand up-pair up to facilitate.

Person Responsible Clarissa Bianchi (clarissa.bianchi@osceolaschools.net)

Teachers will provide opportunities for students to work collaboratively to share their strategies and refine their thinking of fluency benchmarks by utilizing placemat consensus, numbered heads together, four corners and other collaborative structures (Collaboration; MTR 4).

Person Responsible Clarissa Bianchi (clarissa.bianchi@osceolaschools.net)

Teachers will use formative assessment data to identify student academic needs related to the grade level fluency benchmarks and provide targeted remediation based on the identified needs of the student using Hand 2 Mind resources and Marilyn Burns Do the Math Intervention Program.

Person Responsible Gidget Archambeau (gidget.archambeau@osceolaschools.net)

Staff will teach problem-solving strategies and high-order thinking concepts through the delivery of differentiated mathematics lessons. Staff will teach multiple problem-solving strategies, including concrete use of math manipulatives, visual representations in their work and abstract problem-solving. Staff will assist students in monitoring and reflecting on applying mathematical practices.

Person Responsible Clarissa Bianchi (clarissa.bianchi@osceolaschools.net)

Staff will provide Tier 2 interventions and supplemental learning opportunities to students who are identified as not proficient in mathematics or who are identified as at risk of becoming non-proficient in mathematics based on progress monitoring. In addition, advanced students will be offered supplemental learning opportunities to extend their learning identified through the MTSS process.

Person Responsible Gidget Archambeau (gidget.archambeau@osceolaschools.net)

Staff will develop outcomes representing high expectations and rigor that connect to a sequence of learning. Instruction will be monitored and feedback given to enhance instructional strategies.

Person Responsible Tracey Merritt (tracey.merritt@osceolaschools.net)

Students will be cognitively engaged in instruction using high-quality questioning and discussion techniques, supported by feedback and the ability to self-assess progress related to the outcome.

Person Responsible Tracey Merritt (tracey.merritt@osceolaschools.net)

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

Person Responsible Winifred Carreras Irizarry (winifred.carrerasirizarry@osceolaschools.net)

Meetings weekly/ bi-monthly with the MTSS coach to review student data and interventions to determine the effectiveness of academic literacy and math support for Tier 1, 2, & 3 students. Students will participate in targeted intervention based on their Tier 1,2, & 3 level.

Person Responsible Gidget Archambeau (gidget.archambeau@osceolaschools.net)

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

Person Responsible Jodie Wiseman Livingston (jodie.wisemanlivingston@osceolaschools.net)

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

Person Responsible Ivonne Valencia (ivonne.valencia@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.

An analysis of the 2021 -2022 FSA ELA data indicates a critical need. Based on the scores of 3rd, 4th, and 5th grade students, an average of 37% were proficient readers at Thacker Ave. Elementary School for International Studies. Necessary actions are needed to accomplish the goal to ensure higher levels of Literacy for all students.

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

ELA proficiency will increase to 50%.

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

Persistent delivery of foundational skills, the attention given to classroom culture, the equitable access to learning for all students through direct, purposeful Tier 1 instruction as determined by Florida ELA B.E.S.T. standards. Administration, leadership team, and ELA Coach will monitor the collaborative PLC's to ensure time is being used effectively and the delivery of lessons are strategically addressed. School Stocktake will take place monthly and progress will be shared on the Area of Focus. Walkthroughs with feedback will be ongoing.

Person responsible for monitoring outcome:

Wendi McFarland (wendi.mcfarland@osceolaschools.net)

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

Evidence shows that effective implementation of Professional Learning Communities on well-functioning, collaborative teams will ultimately lead to student success. Data driven discussions are the driving force behind student achievement and purposeful differentiation.

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

As evidenced by Marzano, student achievement parallels effective PLC's. The value of collaborative discourse and purposeful planning is evidenced by the high yield strategies set in motion across classrooms. This data driven process transforms learning, amplifies academic gains, and builds student efficacy, confidence and commitment to personal accountability in their learning. (William. 2007), (Marzano, 2003)

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.

Professional Learning Communities: through data driven decisions, PLC's identify needs, collaborate on high yield strategies, and implement those strategies for Tier 1 and differentiated instruction. Ensure teachers are using AVID focus strategies (WICOR). Ensure foundational skills are delivered with accuracy as described in the Open Court curriculum and that curriculum unit plans help guide instruction in the classroom.

Person Responsible Wendi McFarland (wendi.mcfarland@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 strategic implementation of AVID strategies and use of Benchmark Advance. Ensure an optimal learning environment is in place for learning to occur. Provide professional development as needed throughout the year.

Person Responsible Wendi McFarland (wendi.mcfarland@osceolaschools.net)

Small Group Instruction: Specific needs are determined by PLC's through formative, summative or district driven assessments. Purposeful planning for differentiated instruction will occur. Support provided by on an as needed basis.

Person Responsible Wendi McFarland (wendi.mcfarland@osceolaschools.net)

Instructional staff will differentiate instruction Tier 1, 2 and 3 with research-based instructional strategies following analysis of assessment data to improve literacy proficiency of all students. Staff will use progress monitoring data, classroom observations, and, scoring rubrics to identify individual student needs. The progress monitoring data will be analyzed to determine if the prescribed instructional intervention has the desired result.

Person Responsible Gidget Archambeau (gidget.archambeau@osceolaschools.net)

Administration will offer additional intervention time to support struggling students.

Person Responsible Tracey Merritt (tracey.merritt@osceolaschools.net)

Kindergarten, First Grade & Second Grade Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development within tier 1 and intervention groups for tier 2 & 3.

Person Responsible Wendi McFarland (wendi.mcfarland@osceolaschools.net)

All students will engage in at least 60 mins of Lexia instruction each week.

Person Responsible Wendi McFarland (wendi.mcfarland@osceolaschools.net)

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

Person Responsible Winifred Carreras Irizarry (winifred.carrerasirizarry@osceolaschools.net)

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

Person Responsible Gidget Archambeau (gidget.archambeau@osceolaschools.net)

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

Person Responsible Jodie Wiseman Livingston (jodie.wisemanlivingston@osceolaschools.net)

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

Person Responsible Ivonne Valencia (ivonne.valencia@osceolaschools.net)

#5. Instructional Practice specifically relating to Science

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

If teachers intentionally plan, and effectively provide opportunities for students to actively participate in academic discourse through collaborative structures, engage in active learning experiences (such as labs, activities, and investigations), and authentically use their interactive science notebook to process their learning, then student engagement and learning will increase.

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

Science proficiency will increase to 50%.

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

Administration, leadership team, coaches, and teachers (self-monitor) will work together to monitor instruction as well as work in PLCs to plan for instruction. Formative assessments as well as district administered progress monitoring assessments (NWEA, PM, and mock) will be used to measure Pre - Mid - End of school year progress of student learning. Data will be analyzed and used to plan professional learning and coaching for teachers based on individual and small group needs.

School Stocktake Model will take place every month and the leadership and/or coach will report progress to the Principal on the Area of Focus.

Person responsible for monitoring outcome:

Clarissa Bianchi (clarissa.bianchi@osceolaschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented

Participate in academic discourse through collaborative structures. Engage in active learning experiences, particularly STEM activities in the STEM lab for 5th grade. Process learning using interactive science notebooks

for this Area of Focus.

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

Academic discourse through collaborative structures: When students talk with each other in a structured manner about their ideas, their understanding, and questions they have, they not only process new knowledge verbally, but also engage in the topic and are empowered to express their own thoughts. Students who are “doing” are learning. Providing opportunities for students to investigate through inquiry, participate in experiments, develop models, and engage in simulations and activities remember the experience, and make connections to their learning. WICOR (AVID) Interactive science notebooks provide a safe place for students to process their learning, record knowledge, connect ideas, use as a reference and make their own.

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.

Identify team members who will lead the needs assessment, planning, learning, and monitoring of science instructional practices.

Person Responsible Tracey Merritt (tracey.merritt@osceolaschools.net)

Develop a common understanding among team members for each instructional strategy and expectations for what each looks like in the classroom.

Person Responsible Tracey Merritt (tracey.merritt@osceolaschools.net)

Develop a common understanding among team members for each instructional strategy and expectations for what each looks like in the classroom. Identify priorities based on classroom observations, introducing one strategy at a time and incorporate in monthly professional learning.

Person Responsible Tracey Merritt (tracey.merritt@osceolaschools.net)

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

Person Responsible Tracey Merritt (tracey.merritt@osceolaschools.net)

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

Person Responsible Clarissa Bianchi (clarissa.bianchi@osceolaschools.net)

Work with school- and district-based science team to develop professional learning that address areas of need specific to science instructional practice and strategies.

Person Responsible Clarissa Bianchi (clarissa.bianchi@osceolaschools.net)

Identify and schedule dates for continuous cycle of learning which includes developing understanding of strategy, monitoring in instructional practice, needs assessment discussion, professional learning to address needs, implementation post professional learning through monitoring.

Person Responsible Clarissa Bianchi (clarissa.bianchi@osceolaschools.net)

Teachers will participate in PD that will integrate AVID strategies including Kagan, WICOR focusing on notetaking and the critical reading process.

Person Responsible Jodie Wiseman Livingston (jodie.wisemanlivingston@osceolaschools.net)

Teachers will analyze student data, implement standards based stations and differentiated instruction as an instructional strategy using the MTSS process to provide focused interventions. Students in need of enrichments based on the data will have additional learning opportunities.

Person Responsible Gidget Archambeau (gidget.archambeau@osceolaschools.net)

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

Person Responsible Ivonne Valencia (ivonne.valencia@osceolaschools.net)

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

Person Responsible Winifred Carreras Irizarry (winifred.carrerasirizarry@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

K-2 will focus instructional practices as it relates to ELA through the use of Benchmark Advance Intervention, RISE (2nd grade), Words Their Way, Guided Reading and FCRR Student Center Activities. These can be used in addition to our Tier 1 foundational skills (Open Court)

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

3-5 will focus instructional practices as it relates to ELA through the use of Benchmark Advance Intervention, RISE/RISE Up accelerated intervention, Explicit Vocabulary Instruction, and Guided Reading.

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)

Based on the end of year ELA F.A.S.T., 50% of our K-2 students will be proficient.

Grades 3-5: Measureable Outcome(s)

Based on the end of year ELA F.A.S.T., 50% of our 3-5 students will be 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.

Administration, leadership team, and ELA Coach will monitor the collaborative PLC teams to ensure time is being used effectively and support teachers with a focus on best practices as it relates to ELA instruction. School Stocktake Model will occur monthly and the Literacy Coach will report progress to the Principal on the Area of Focus. Leadership team will monitor student learning using NEST (Non-Evaluative Evaluation tool), common formative data, and the F.A.S.T.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

McFarland, Wendi, mcfarlaw@osceola.k12.fl.us

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?

Studies show that engaging students in thinking using AVID strategies directly effects student success. Analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students. Research also indicates the MTSS model and differentiating/scaffolding instruction and using strategies for our English Language Learners has a great effect on student achievement.

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?

Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

Action Steps to Implement:

List the action steps that will be taken 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
Our District Resource Teacher, Benchmark representative, and Literacy Coach will support teachers in best practices in scaffolding learning and quality Tier 1 instruction using vetted, approved curriculum to improve student literacy.	McFarland, Wendi, wendi.mcfarland@osceolaschools.net
AVID strategies and the IB Learner Profile will be inclusive throughout whole group, small group, and one-on-one conferencing to meet the individual needs of all students.	McFarland, Wendi, mcfarlaw@osceola.k12.fl.us
Training on strategies producing a large effect size will be offered throughout the year to teachers.	McFarland, Wendi, mcfarlaw@osceola.k12.fl.us
Ongoing, as needed, support for differentiating, scaffolding, and using best practices in ELA with be offered throughout the year.	McFarland, Wendi, mcfarlaw@osceola.k12.fl.us

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.

Thacker Avenue Elementary School for International Studies provides many opportunities to create a positive school culture and environment. The school provides an Open House for parents at the beginning of the school year to introduce families to the school, teachers, administration, and other faculty members. Partners from the community welcome families and offer after school activities for the children to join. The school has a Positive Behavior Intervention and Support (PBIS) system in place to identify students that are following school expectations. Students earn "Cat Cash" to attend activities and purchase items. As an International Baccalaureate (IB) school, students are recognized for their Learner Attributes and given a "Pawsitive Referral" for displaying one of the 10 IB attributes. Teachers provide a warm and inviting environment to the school and have the PBIS expectations and IB displayed in the classroom. Weekly PLC meetings are held to ensure teachers are supported in the classroom when analyzing data and discussing curriculum interventions to assist students.

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

The stakeholders involved with the school are the students, families, faculty, and business partners. Students promote positivity through PBIS and displaying the expectations of the school. Families are involved through attending Family Nights that are held on a monthly basis. Faculty shows positivity by

identifying the students that are displaying positive behavior and participating in Family Nights. Business partners show their support in building positivity by donating incentives for students and staff.