

School District of Osceola County, FL

Ventura Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Ventura Elementary School

275 WATERS EDGE DR, Kissimmee, FL 34743

www.osceolaschools.net

Demographics

Principal: Joyce Graham

Start Date for this Principal: 8/22/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	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: B (57%) 2018-19: C (48%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

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275 WATERS EDGE DR, Kissimmee, FL 34743

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

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

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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.

We are a collaborative and data-driven school, devoted to supporting and enhancing all learners' social, emotional, and academic well-being.

Provide the school's vision statement.

Ventura Elementary will be the district leader in increasing student achievement and in providing children with the opportunity to learn, grow, and explore in a safe environment where mistakes are used as teachable moments. We will create positive relationships with families and the community through open communication, parent partnership events, and celebrations.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Graham, Joyce	Principal	Oversee all academic and management operations of the school.
Knoebel, Cheri	Assistant Principal	Assist principal in overseeing academic and management operations.
Bundy, Jennifer	Reading Coach	Oversee literacy instruction implementation and professional development for reading instruction.
Dodd, Amy	Math Coach	Oversee math instruction implementation and professional development for math instruction.
Rivera, Jacqueline	Other	Oversee ESE compliance and support ESE instruction.
Banchs, Melanie	Other	Oversee Tier 2 and Tier 3 instruction and intervention materials for students.
Auza, Violeta	ELL Compliance Specialist	Ensure compliance and oversee all instruction for ELLs.
Matthews, Shirhonda	School Counselor	Oversee SEL and provide counseling to students.
Franco, Crystal	School Counselor	Oversee SEL and provide counseling to students.
Ricker, Erika	Other	Assist teachers with the implementation of restorative practices and MTSS for behavior.
Cowin, Jacira	Other	Oversee all testing and data analysis of testing results.

Demographic Information

Principal start date

Monday 8/22/2022, Joyce Graham

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

1

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

15

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

775

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

19

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

20

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level and the warning indicator listed:

Indicator	Grade Level									
	K	1	2	3	4	5	6	7	8	9
Number of students enrolled	124	133	117	124	112	118	0	0	0	0
Attendance below 90 percent	45	58	41	34	23	38	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	35	36	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	41	37	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	39	32	17	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level and the early warning indicators:

Indicator	Grade Level										
	K	1	2	3	4	5	6	7	8	9	10
Students with two or more indicators	0	0	0	2	15	16	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
Retained Students: Current Year	1	7	1	5	1	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/22/2022

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
Number of students enrolled	122	127	120	104	117	128	0	0	0	0	0
Attendance below 90 percent	38	40	32	39	30	41	0	0	0	0	0
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	21	11	12	0	0	0	0	0
Course failure in Math	0	0	1	11	8	20	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	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
Students with two or more indicators	0	0	1	17	7	11	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
Retained Students: Current Year	5	0	4	8	5	0	0	0	0	0	0
Students retained two or more times	0	0	0	1	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
Number of students enrolled	122	127	120	104	117	128	0	0	0	0
Attendance below 90 percent	38	40	32	39	30	41	0	0	0	0
One or more suspensions	1	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	21	11	12	0	0	0	0
Course failure in Math	0	0	1	11	8	20	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	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
Students with two or more indicators	0	0	1	17	7	11	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
Retained Students: Current Year	5	0	4	8	5	0	0	0	0	0	0
Students retained two or more times	0	0	0	1	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 or combination schools).

School Grade Component	2022			2021			School
	School	District	State	School	District	State	
ELA Achievement	49%	48%	56%				47%
ELA Learning Gains	67%						53%
ELA Lowest 25th Percentile	59%						59%
Math Achievement	45%	44%	50%				50%
Math Learning Gains	67%						56%
Math Lowest 25th Percentile	66%						43%
Science Achievement	44%	46%	59%				30%

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
01	2022				
	2019				
Cohort Comparison					
02	2022				
	2019				
Cohort Comparison		0%			
03	2022				
	2019	50%	51%	-1%	58%
Cohort Comparison		0%			
04	2022				
	2019	47%	51%	-4%	58%
Cohort Comparison		-50%			
05	2022				
	2019	37%	48%	-11%	56%
Cohort Comparison		-47%			

MATH					
Grade	Year	School	District	School-District Comparison	State
01	2022				
	2019				
Cohort Comparison					
02	2022				
	2019				
Cohort Comparison		0%			
03	2022				
	2019	54%	54%	0%	62%
Cohort Comparison		0%			
04	2022				
	2019	43%	53%	-10%	64%
Cohort Comparison		-54%			
05	2022				
	2019	45%	48%	-3%	60%
Cohort Comparison		-43%			

SCIENCE					
Grade	Year	School	District	School-District Comparison	State
05	2022				
	2019	29%	45%	-16%	53%
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
SWD	18	50	54	17	61	53	19		
ELL	44	62	50	42	66	64	36		
BLK	38	57		34	55				
HSP	49	66	59	44	70	72	43		
WHT	58	74		61	57		50		
FRL	41	64	57	36	65	70	38		

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
SWD	20	31	36	23	67		13		
ELL	42	52	41	38	62	76	20		
BLK	44	62		50	69		31		
HSP	47	44	29	42	51	70	34		
WHT	68			43					
FRL	42	39	33	33	52	63	30		

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
SWD	15	43	52	17	48	36	5		
ELL	39	50	67	44	54	53	18		
BLK	38	62		44	52		25		
HSP	48	52	58	50	56	48	29		
WHT	61	30		61	40				
FRL	43	48	61	46	54	41	25		

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 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?

ELA achievement level has not increased. Learning gains in both math and ELA were stellar. We must continue to focus on SWD.

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

Increase math and ELA achievement in 3rd and 4th grade.

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

We had high teacher turnover in 3rd grade. Hire, train, and monitor progress with feedback for new third-grade teachers. 4th grade PLC to analyze data and help develop instructional plans that target skill gaps.

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

The 5th-grade team had a high-functioning, collaborative PLC. They implemented small group instruction within their PLC, analyzed common assessment data frequently, and enacted "Differentiated Instruction" days to re-teach standards not mastered after every summative assessment.

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

Working within a collaborative PLC was the key factor to their success. We are meeting monthly with the PLC leaders to improve collaboration within their collaborative teams.

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

Common assessment data analysis, lesson plans that address deficits, walkthroughs with feedback, and goal-setting and ownership of their 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.

In ELA, teachers will get trained on Open Court, Core Connections, Benchmark, and NSGRA, coupled with observation from the coaches and admin. In math, teachers will get trained on the new math textbook as well as the resource math iii.

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

Collaborative planning half-days will be provided for teams to lesson plan together, taking what they learned from it into action. Money in the budget will be allocated for these trainings and planning days.

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 Student Emotional Regulation

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

After the events of the past two years, student mental health needs have been evidenced by the increase in discipline referrals as well as mental health referrals. Panorama Data showed that 47% of students in grades 3-5 can adequately regulate their emotions.

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

Increase student emotional regulation by 10% as measured by the Panorama Survey.

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

We will monitor using the beginning of year, middle of year, and end of year survey results. We will also compare the amount of discipline and mental health referrals last year.

Person responsible for monitoring outcome:

Shirhonda Matthews (shirhonda.matthews@osceolaschools.net)

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

We will be using student data from the Panorama Survey results to help us gain insight our student voice has to offer.

Rationale for Evidence-based Strategy:
 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 each step.

Provide professional development for teachers and staff on using Zones of Regulation.

Person Responsible

Shirhonda Matthews (shirhonda.matthews@osceolaschools.net)

Visit classrooms and provide feedback on Zones of Regulation usage and signage.

Person Responsible

Shirhonda Matthews (shirhonda.matthews@osceolaschools.net)

Provide teachers with a monthly calendar of questions for daily classroom morning meetings. These morning meetings will build classroom community and contribute to positive school culture.

Person Responsible

Crystal Franco (crystal.franco@osceolaschools.net)

Identify students who do not respond to any of the Tier 1 Behavior interventions and provide Tier 2 and Tier 3 intervention plans and counseling.

Person Responsible

Erika Ricker (erika.ricker@osceolaschools.net)

Use Panorama data to identify students and establish a schedule of classroom lessons based on trends from the data.

Person Responsible

Shirhonda Matthews (shirhonda.matthews@osceolaschools.net)

#2. 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.

Per the 2022 FSA results, 49% were proficient in ELA grades 3-5. Our goal is to implement a plan that will allow for at least 5% growth in ELA proficiency.

Measurable Outcome:

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

Students in grades 3, 4, and 5 will increase by 5% in ELA proficiency as measured by the FAST.

Monitoring:

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

Assessment data will be monitored using the FAST (3 times a year) assessment levels, and common assessments (weekly) through School City at each grade level. Data will be analyzed to identify teachers who are struggling in reading instruction and will receive targeted coaching for improvement.

Person responsible for monitoring outcome:

Jennifer Bundy (jennifer.bundy@osceolaschools.net)

Evidence-based Strategy:

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

1. Guided Reading will be utilized to increase student's reading abilities and use various strategies to allow them to read and understand more complex reading texts.
2. Coaching cycles will be utilized to grow teachers in reading instruction.
3. Reading interventions will be used for remediation during Tier 1 instruction during Reading Triple i.
4. Open Court will allow students in the primary grades to learn and practice phonics awareness.
5. Teachers will incorporate WICOR strategies into their instruction and AVID strategies for focused engagement for all subgroups.

Rationale for Evidence-based Strategy:

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

1. Guided Reading works with students on their level and is targeted to the individual student's needs.
2. Coaching cycles will allow the coach and/or administration to provide feedback to the teacher.
3. Reading interventions, including Corrective Reading, Reading Mastery, and Early Interventions in Reading, Lexia, are evidence-based programs that will help students practice and increase specific reading needs.
4. Open Court will provide primary students the opportunity to learn and practice phonics awareness.
5. WICOR and AVID strategies will increase student engagement and increase 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 each step.

100% integrity in utilizing Benchmark's high-quality ELA instructional materials as evidenced in the curriculum unit plan.

Person Responsible

Jennifer Bundy (jennifer.bundy@osceolaschools.net)

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

Person Responsible

Jennifer Bundy (jennifer.bundy@osceolaschools.net)

Instructional staff will differentiate instruction with varied, research based instructional programs (Corrective Reading, Early Interventions in Reading, etc) following analysis of assessment results to improve literacy proficiency of all students. Targeted, tiered interventions.

Person Responsible

Jennifer Bundy (jennifer.bundy@osceolaschools.net)

Implement a coaching cycle with struggling teachers that includes planning a lesson together, modeling for the teacher, classroom observations, and debriefing with feedback.

Person Responsible Jennifer Bundy (jennifer.bundy@osceolaschools.net)

Staff will use progress monitoring data, classroom observations, and scoring rubrics to identify individual student needs and have individualized chats with students.

Person Responsible Jennifer Bundy (jennifer.bundy@osceolaschools.net)

Kindergarten, First Grade, and Second grade Open Court implementation of letters/sounds, decoding phonics, word recognition, accuracy, vocabulary, and language development.

Person Responsible Jennifer Bundy (jennifer.bundy@osceolaschools.net)

Tier 1 and Tier 2 students will engage in 20 minutes of Lexia Core 5 -1 day a week during station rotation.

Person Responsible Jennifer Bundy (jennifer.bundy@osceolaschools.net)

Tier 3 students will engage in 20 minutes of Lexia Core 5- 2 days a week during station rotation.

Person Responsible Jennifer Bundy (jennifer.bundy@osceolaschools.net)

Identify Tier 2 reading students and develop a plan to provide interventions using RISE and other evidence-based reading strategies.

Person Responsible Jennifer Bundy (jennifer.bundy@osceolaschools.net)

Monitor all programs with progress monitoring data within the Stocktake process and develop action plans based on student growth.

Person Responsible Joyce Graham (joyce.graham@osceolaschools.net)

VE teachers will participate in the planning of lessons to ensure that they include strategies and scaffolds needed to make content understandable and accessible to all SWD students.

Person Responsible Jacqueline Rivera (jacqueline.rivera@osceolaschools.net)

SWD students will receive instruction by a reading endorsed teacher with research based program to ensure the quality of the instruction.

Person Responsible Jacqueline Rivera (jacqueline.rivera@osceolaschools.net)

VE teachers will rotate as needed to be active participants in the Professional Learning Community of the grade level.

Person Responsible Jacqueline Rivera (jacqueline.rivera@osceolaschools.net)

VE teachers will rotate as needed to be active participants in the Professional Learning Community of the grade level.

Person Responsible Jacqueline Rivera (jacqueline.rivera@osceolaschools.net)

Ensure that all teachers identify their ELLs and provide them with the scaffolds and strategies that they need at the time of instruction to make content comprehensible through professional development.

Person Responsible Violeta Auza (violeta.auza@osceolaschools.net)

Use the walk-through tool to identify struggling teachers with high numbers of LY students in their classroom for coaching.

Person Responsible Violeta Auza (violeta.auza@osceolaschools.net)

Identify students in grades 3-5 that can benefit from borrowing the Picture Content Dictionaries and teach the students how to use them during instruction and assessments.

Person Responsible Violeta Auza (violeta.auza@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.

The data, from FSA 2021, reveals that 45% of students in grades 3-5 w
Focusing on best practices in math instruction and providing intervention
math proficiency.

Measurable Outcome:

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

Students in grades 3, 4, and 5 will increase by 5% in math proficiency a

Monitoring:

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

Assessment data will be monitored using the FAST (3 times a year) ass
assessments through School City at each grade level. Walk-throughs w
identify teachers who are struggling in math instruction so that they get
improvement.

Person responsible for monitoring outcome:

Amy Dodd (amy.dodd@osceolaschools.net)

Evidence-based Strategy:

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

1. Coaching cycles will be utilized to grow teachers in math instruction.
2. Math interventions will be used for remediation during Tier 1 instruction during math iii.

Rationale for Evidence-based Strategy:

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

1. Coaching cycles will allow the coach and/or administrator to provide f
the teacher.
2. Math interventions including Red Bird and Osceola Numeracy Project
program that will help students practice their math skills and close learn

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 each step.

Provide math professional development on best practices in teaching math.

Person Responsible

Amy Dodd (amy.dodd@osceolaschools.net)

Use the walk-through tool to identify strong and struggling teachers.

Person Responsible

Amy Dodd (amy.dodd@osceolaschools.net)

Implement a coaching cycle with new and struggling teachers that include planning a lesson together, modeling for
debriefing, and then teacher implements with feedback.

Person Responsible

Amy Dodd (amy.dodd@osceolaschools.net)

Using data from assessment to assist with differentiated instruction days after the unit assessment.

Person Responsible

Amy Dodd (amy.dodd@osceolaschools.net)

Target bubble (T2) students during math intervention and pull a small group throughout the week.

Person Responsible

Amy Dodd (amy.dodd@osceolaschools.net)

Meet with T3 math teachers for data chats to review progress of T3 math students and use to adjust instruction.

Person Responsible

Amy Dodd (amy.dodd@osceolaschools.net)

Ensure that all teachers know how to use the curriculum and provide professional development for those that need

Person Responsible

Amy Dodd (amy.dodd@osceolaschools.net)

VE teachers will work closely with the Reg. Ed. Math teacher to ensure that IEP goals are being followed and that a being used in the classroom and on the assessments.

Person Responsible Jacqueline Rivera (jacqueline.rivera@osceolaschools.net)

VE teachers will rotate and participate with their assigned grade level PLC.

Person Responsible Jacqueline Rivera (jacqueline.rivera@osceolaschools.net)

Provide Math cognates labels and glossaries for the LY students.

Person Responsible Violeta Auza (violeta.auza@osceolaschools.net)

Use walk-through tool to identify struggling teachers with high number of LY students for coaching support.

Person Responsible Violeta Auza (violeta.auza@osceolaschools.net)

#4. 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.

The data, from FSA 2021, reveals that 44% of students in grade 5 were p
Focusing on best practices instruction, including building academic vocab
hands-on experiences will help students become more proficient in scienc

Measurable Outcome:

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

Students in grade 5 will increase proficiency by 6%.

Monitoring:

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

Assessment data will be monitored from the NWEA (3 times a year) for st
and common assessments through School City at each grade level. Walk
conducted to identify teachers who are struggling in science instruction so
coaching for improvement.

Person responsible for monitoring outcome:

Amy Dodd (amy.dodd@osceolaschools.net)

Evidence-based Strategy:

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

1. Coaching cycles will be utilized to grow teachers in science instruction.
2. The math and science coach will model how to incorporate hands-on le
content.

Rationale for Evidence-based Strategy:

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

1. Coaching cycles will allow the coach and/or administrator to provide fe
the teacher.
2. Hands-on learning helps students deepen their understanding of conte
reading about it. Mystery Science, Discovery Education and AIMS are ex
will use to make learning both visual and hands-on.

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 resp
each step.

Ensure that all teachers know how to sue the curriculum and provide professional development for those that need

Person Responsible

Amy Dodd (amy.dodd@osceolaschools.net)

Use walk-through tool to identify strong teachers and struggling teachers.

Person Responsible

Amy Dodd (amy.dodd@osceolaschools.net)

Implement a coaching cycle with new and struggling teachers that include planning a lesson together, modeling for

Person Responsible

Amy Dodd (amy.dodd@osceolaschools.net)

Using data from assessment to assist with differentiated instruction days after the unit assessment.

Person Responsible

Amy Dodd (amy.dodd@osceolaschools.net)

Establish a continuous improvement problem of the day to spiral review skills from standards.

Person Responsible

Amy Dodd (amy.dodd@osceolaschools.net)

VE teachers will coordinate with Science teacher to ensure that IEP goals are being followed and that accommodat
the classroom and on the assessments.

Person Responsible

Jacqueline Rivera (jacqueline.rivera@osceolaschools.net)

Ensure that all teachers and students know how to use the cognates and glossaries for LY students.

Person Responsible

Violeta Auza (violeta.auza@osceolaschools.net)

#5. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

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

By May 2023, all PLC Teams will reach a Stage 5 in the PLC Process Form Survey

Measurable Outcome:

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

All of our PLC Teams will reach a Stage 5 in the PLC Process, as evidence by our Survey completed in August, January, and May.

Monitoring:

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

We will promote leadership within grade levels by assigning team members different committees. All leaders will be held accountable through monthly Stocktake, Grade Activator meetings.

Person responsible for monitoring outcome:

Melanie Banchs (melanie.banchs@osceolaschools.net)

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

The PLC at Work strategies will be used to help leaders facilitate implementing PLC meetings. Each PLC Team Activator will participate in professional development as leaders.

Rationale for Evidence-based Strategy:

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

Teachers will be able to build their capacity through different tasks assigned to the PLC at Work framework will help them navigate challenges and overcome barriers pertaining to PLC practices and assessments. The School District of Osceola County promoted PLC at Work within our school at the yearly summer conference, where they learned best practices.

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 each step.

The PLC Activators will meet monthly to reflect on their team's practices and learn best practices to improve the collaboration.

Person Responsible

Melanie Banchs (melanie.banchs@osceolaschools.net)

The instructional leadership team will meet monthly to review the action plan towards SIP goals through Stocktake. The leadership team will walk-through classrooms to provide additional support for students as well as specific and timely feedback to teachers.

Person Responsible

Joyce Graham (joyce.graham@osceolaschools.net)

Each member of the leadership team will be assigned to a PLC team for assistance, feedback, and support.

Person Responsible

Joyce Graham (joyce.graham@osceolaschools.net)

Based on feedback from leadership team members and the walkthrough tool, adjustments to support will be made to help PLC teams growing in their collaboration.

Person Responsible

Joyce Graham (joyce.graham@osceolaschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for each year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of 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 level, a description of student learning in literacy, and a rationale that explains how it was identified as a critical need from the data review. The Area of Focus 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 of 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 diagnostic assessment 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 the NSGRA 2022 EOY scores, 10% of Kindergarteners were on grade level, 29% of 1st graders were on grade level, and 15% of 2nd graders were on grade level. These students are not on track to score a Level 3 or higher on the state assessment.

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

Based on the NSGRA 2022 EOY scores, 35% of 3rd graders were on grade level, 51% of 4th graders were on grade level, and 45% of 5th graders were on grade level.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based 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 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 ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

At least 75% of students in grades K-2 will achieve at least one year's worth of reading growth as measured by the Reading FAST assessment.

Grades 3-5: Measureable Outcome(s)

At least 60% of students in grades 3-5 will achieve a level 3 proficiency as measured by the Reading FAST assessment.

Monitoring:

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

The literacy coach and administrators will oversee monitoring of progress through monthly Stocktake meetings. Data fluency tests, unit formative assessments, NSGRA, and the middle of year FAST assessments will be used to monitor instruction as necessary.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Bundy, Jennifer, jennifer.bundy@osceolaschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each of the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant improvement in student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition of 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 Instruction Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Grades K-2: FCRR Student Center Activities (Visible Learning effect size

phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction can be used in addition to our Tier 1 foundational skills (Open Court)

Words Their Way (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate) T in addition to our Tier 1 foundational skills (Open Court)

Grades 3-5: Explicit Vocabulary Instruction (Visible Learning effect size - vocabulary programs: .63 moderate; direct instruction Suggestion would be Anita Archer's model of explicit vocabulary instruction. This has been addressed district-wide in information could be obtained from school based literacy coach. This could easily be implemented universally for grades

Grades 2-4: RISE/RISE UP accelerated intervention; Easily implemented in grades 3-5 for students who are below grade level

Rationale for Evidence-based Practices/Programs:

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

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

Each program listed above has at least a .60 moderate effect size. They address the skill gaps that students have in becoming proficient readers, specifically addressing phonics, phonemic awareness, vocabulary, fluency, and reading

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 and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person
Literacy Leadership - Literacy council will be established with a clear mission and vision, tasked to support teachers with barriers to instruction and resources.	Bundy, Jennifer
2.Literacy Coaching - Literacy coach, administrators, trained mentors, and the MTSS coach will coach teachers on lesson planning and model lessons for best practices in literacy instruction.	Knoebel, Cheryl
Assessment - The NSGRA, MAP Fluency Assessment, STAR, and unit assessments will be used to monitor progress. Data yielded from these assessments will be used for classroom teachers to adjust their instruction to meet the learning needs of students in reading.	Cowin, Jacira
Professional Learning - Professional development will be provided throughout the year on how to implement guided reading, small group instruction, incorporating engagement strategies, and how to check for understanding throughout each lesson through formative assessments. Follow-up to any professional learning will include classroom walkthroughs with feedback and coaching cycles for improvement.	Bundy, Jennifer

Positive Culture & Environment

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

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

First and foremost, we start with vision. Our vision is to create an environment where students feel safe so that they behave behaviorally, socially, and emotionally. Our commitment to students is to implement positive behavior intervention school-wide behavior in conjunction with restorative practices. This structure allows for behavior to be managed in a positive and restores/mends relationships that have been broken because of misbehavior. Additionally, every teacher is building a positive learning community in their classroom through morning greetings (greeting every child as they enter morning meetings (giving everyone a voice), and using affective statements (allowing students to express how they feel statements). Lastly, we celebrate successes through monthly and quarterly PBIS events and promote family engagement sponsored parent nights.

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

The stakeholders involved in promoting a positive school culture include teachers, staff, parents, and business partners. The role of teachers and staff is to implement PBIS and Restorative Practices as well as foster a positive classroom community. The role of parents is to be engaged and involved in partnering with the school to promote academics and encourage their children to make good choices. The role of business partners is to assist and provide resources for events and initiatives that we put in place to promote a positive school culture and environment.