# Ventura Elementary School



# 2022-23 Schoolwide Improvement Plan

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# 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**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2021-22: B (57%)<br><br>2018-19: C (48%)<br><br>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.

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# Ventura Elementary School

## 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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## 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, emotion
being.

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

Ventura Elementary will be the district leader in increasing student achievement and in providing children with the
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 celeb

### School Leadership Team

**Membership**
For each member of the school leadership team, select the employee name and email address from the dropdow
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 develop instruction. |
| Dodd, Amy | Math Coach | Oversee math instruction implementation and professional developm |
| Rivera, Jacqueline | Other | Oversee ESE compliance and support ESE instruction. |
| Banchs, Melanie | Other | Oversee Tier 2 and Tier 3 instruction and intervention materials for st |
| 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 o 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**
*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 warning indicator listed:**

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

**Using the table above, complete the table below with the number of students by current grade level wh 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 "ret**

| 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 |
| Number of students enrolled | 122 | 127 | 120 | 104 | 117 | 128 | 0 | 0 | 0 |
| Attendance below 90 percent | 38 | 40 | 32 | 39 | 30 | 41 | 0 | 0 | 0 |
| One or more suspensions | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 21 | 11 | 12 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 1 | 11 | 8 | 20 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA ELA assessment | 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 |
| Number of students with a substantial reading deficiency | 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 |
| Number of students enrolled | 122 | 127 | 120 | 104 | 117 | 128 | 0 | 0 | 0 |
| Attendance below 90 percent | 38 | 40 | 32 | 39 | 30 | 41 | 0 | 0 | 0 |
| One or more suspensions | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 21 | 11 | 12 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 1 | 11 | 8 | 20 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA ELA assessment | 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 |
| Number of students with a substantial reading deficiency | 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 (elemen or combination schools).

| School Grade Component | 2022 | | | 2021 | | | |
|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | Scho |
| 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 d**

| 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
SWD.

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

We had high teacher turnover in 3rd grade. Hire, train, and monitor progress with feedback for new third-grade te
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 im**

The 5th-grade team had a high-functioning, collaborative PLC. They implemented small group instruction within t
analyzed common assessment data frequently, and enacted "Differentiated Instruction" days to re-teach standar
mastered after every summative assessment.

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

Working within a collaborative PLC was the key factor to their success. We are meeting monthly with the PLC lea
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-se
ownership of their learning.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professio
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 obse
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 impro 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:**<br>**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 ha<br>evidenced by the increase in discipline referrals as well as mental hea<br>Panorama Data showed that 47% of students in grades 3-5 can adequ<br>emotions. |
| **Measurable Outcome:**<br>**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 Pa |
| **Monitoring:**<br>**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 o<br>survey results. We will also compare the amount of discipline and mer<br>last year. |
| **Person responsible for monitoring outcome:** | Shirhonda Matthews (shirhonda.matthews@osceolaschools.net) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | We will be using student data from the Panorama Survey results to he<br>insight our student voice has to offer. |
| **Rationale for Evidence-based Strategy:**<br>**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 resp
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 meeti
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 interv
behavior 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 da

| **Person Responsible** | Shirhonda Matthews (shirhonda.matthews@osceolaschools.net) |
|---|---|

| #2. Instructional Practice specifically relating to ELA |
|---|

| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. | Per the 2022 FSA results, 49% were proficient in ELA grades 3-5. Our goal plan that will allow for at least 5% growth in ELA proficiency. |
|---|---|
| **Measurable Outcome:**<br>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 me |
| **Monitoring:**<br>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) assess levels, and common assessments (weekly) through School City at each gra will be conducted to identify teachers who are struggling in reading instructi targeted coaching for improvement. |
| **Person responsible for monitoring outcome:** | Jennifer Bundy (jennifer.bundy@osceolaschools.net) |
| **Evidence-based Strategy:**<br>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 strategies to allow them to read and understand more complex reading text<br>2. Coaching cycles will be utilized to grow teachers in reading instruction.<br>3. Reading interventions will be used for remediation during Tier 1 instructi during Reading Triple i.<br>4. Open Court will allow students in the primary grades to learn and practic awareness.<br>5. Teachers will incorporate WICOR strategies into their instruction and AV focused engagement for all subgroups. |
| **Rationale for Evidence-based Strategy:**<br>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 thei<br>2. Coaching cycles will allow the coach and/or adminstration to provide fee teacher.<br>3. Reading interventinos, including Corrective Reading, Reading Mastery, L in Reading, Lexia, are evidence-based programs that will help students pra and increase specific reading needs.<br>4. Open Court will provide primary students the opportunity to learn and pra<br>5. WICOR and AVID strategies will increase student engagement and incre |

**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.

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

| **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 increas 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 Readin Early Interventions in Reading, etc) following analysis of assessment results to improve literacy proficiency of all stu target, 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 teac 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 ne
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, wor
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 r

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

Monitor all programs with progress monitoring data within the Stocktake process and develop action plans based o
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 t
understandable and accessible to all SWD students.

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

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

**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 lev

**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 lev

**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 thei
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 coa

**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 stude
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:**<br>**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<br>Focusing on best practices in math instruction and providing interventio<br>math proficiency. |
| **Measurable Outcome:**<br>**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:**<br>**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<br>assessments through School City at each grade level. Walk-throughs w<br>identify teachers who are struggling in math instruction so that they get<br>improvement. |
| **Person responsible for monitoring outcome:** | Amy Dodd (amy.dodd@osceolaschools.net) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | 1. Coaching cycles will be utilized to grow teachers in math instruction.<br>2. Math interventions will be used for remediation during Tier 1 instructio<br>during math iii. |
| **Rationale for Evidence-based Strategy:**<br>**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<br>the teacher.<br>2. Math interventions including Red Bird and Osceola Numeracy Projec<br>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 resp
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 been 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 scien |
| **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 s 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:**<br>**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 Surv |
| **Measurable Outcome:**<br>**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 ou<br>Survey completed in August, January, and May. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | We will promote leadership within grade levels by assigning team members differ<br>committees. All leaders will be held accountable through monthly Stocktake, Gra<br>Activator meetings. |
| **Person responsible for monitoring outcome:** | Melanie Banchs (melanie.banchs@osceolaschools.net) |
| **Evidence-based Strategy:**<br>**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 p<br>meetings. Each PLC Team Activator will participate in professional development<br>as leaders. |
| **Rationale for Evidence-based Strategy:**<br>**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 th<br>Work framework will help them navigate challenges and overcome barriers perta<br>practices and assessments. The School District of Osceola County promoted PL<br>within our school at the yearly summer conference, where they learned best prac |

### 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.

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

| **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.
leadership team will walk-through classrooms to provide additional support for students as well as specific and time
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
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 fo
year includes schools with students in grades Kindergarten through fifth, where 50 percent or mor
any grade level, score below a level 3 on the most recent statewide English Language Arts (EI

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grad
student learning in literacy, and a rationale that explains how it was identified as a critical need from the data review
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. Identificat
  each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, stan
  assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening an
  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 c

**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 o
of 2nd graders were on grade level. These students are not on track to score a Level 3 or higher on the state ass

**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 gr
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 bas
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 o
  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 statewic
  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 N

**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 asse

**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 monit
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
the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically
improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definiti
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, m

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Re

- ◦ 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 instr
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
addition to our Tier 1 foundational skills (Open Court)

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

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

**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 p
becoming proficient readers, specifically addressing phonics, phonemic awareness, vocabulary, fluency, and readin

**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, identif explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

| Action Step | Per |
|---|---|
| Literacy Leadership - Literacy council will be established with a clear mission and vision, tasked to support teachers with barriers to instruction and resources. | Bundy, J jennifer.l |
| 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.kr |
| 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, J jacira.co |
| 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, J jennifer.l |

## 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 critica statement of vision, mission, values, goals, and employing school improvement strategies that imp and environment. Stakeholder groups more proximal to the school include teachers, students and volunteers and school board members. Broad stakeholder groups include early childhood prov 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 behaviorally, socially, and emotionally. Our commitment to students is to implement positive behavior intervention su 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 teache building a positive learning community in their classroom through morning greetings (greeting every child as they en morning meetings (giving everyone a voice), and using affective statements (allowing students to express how they statements). Lastly, we celebrate successes through monthly and quarterly PBIS events and promote family engage 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 partn
and staff is to implement PBIS and Restorative Practices as well as foster a positive classroom community. The role
engaged and involved in partnering with the school to promote academics and encourage their children to make god
The role of business partners is to assist and provide resources for events and initiatives that we put in place to prom
culture and environment.