School District of Osceola County, FL

Narcoossee Middle School

2022-23 Schoolwide Improvement Plan

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Narcoossee Middle School

2700 N NARCOOSSEE RD, Saint Cloud, FL 34771

www.osceolaschools.net

Demographics

Principal: Francisco Rivera Mieles

Start Date for this Principal: 1/3/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	52%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: A (64%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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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)
Middle School 6-8	Yes	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

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

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SIP Authority

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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.

The Narcoossee Middle School Community will empower stakeholders to relentlessly pursue success through collaboration, a growth mindset, and a safe environment. Our learners will be entrusted with the skills necessary to excel as future ready graduates.

Provide the school's vision statement.

Everything we do is solely for the students; we believe we can teach all students and that all students will learn given the appropriate resources.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Mabra, Jane	Assistant Principal	Curriculum and Instruction
Schneider, Lucile	Assistant Principal	School Operations
Smalling, Marisha	Reading Coach	Literacy Coach
Clark, Kyle	Other	MTSS Coach, scheduling and facilitate all MTSS meetings for Behavior, attendance, math and reading. Scheduling students for Tier 2 and Tier 3 support, hold concurrent meetings, facilitating the creation of FAB/BIP and supervising the fidelity of interventions and supports.
Powell, Shaunacy	Science Coach	Science Department Chair, Mentor to new teachers, Science area of focus point person
Nedd, Tracy	Other	AVID Coordinator, School leader/trainer for AVID and WICOR strategies
Weeden, Gary	Principal	Supervising the entire operation of school

Demographic Information

Principal start date
Thursday 1/3/2019, Francisco Rivera Mieles

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

6

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

46

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

1,370

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

12

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

17

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	417	483	468	0	0	0	0	1368
Attendance below 90 percent	0	0	0	0	0	0	0	10	10	0	0	0	0	20
One or more suspensions	0	0	0	0	0	0	3	3	6	0	0	0	0	12
Course failure in ELA	0	0	0	0	0	0	2	10	9	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	2	5	3	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	63	77	67	0	0	0	0	207
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	102	89	88	0	0	0	0	279
Number of students with a substantial reading deficiency	0	0	0	0	0	0	26	27	12	0	0	0	0	65

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	7	40	39	0	0	0	0	86

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

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

Date this data was collected or last updated

Monday 8/15/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	416	456	448	0	0	0	0	1320
Attendance below 90 percent	0	0	0	0	0	0	189	216	267	0	0	0	0	672
One or more suspensions	0	0	0	0	0	0	3	3	3	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	22	25	25	0	0	0	72
Course failure in Math	0	0	0	0	0	0	0	0	2	2	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	61	69	58	0	0	0	0	188
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	82	64	42	0	0	0	0	188
Number of students with a substantial reading deficiency	0	0	0	0	0	0	20	22	29	0	0	0	0	71

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	20	22	29	0	0	0	0	71

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	416	456	448	0	0	0	0	1320
Attendance below 90 percent	0	0	0	0	0	0	189	216	267	0	0	0	0	672
One or more suspensions	0	0	0	0	0	0	3	3	3	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	22	25	25	0	0	0	72
Course failure in Math	0	0	0	0	0	0	0	0	2	2	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	61	69	58	0	0	0	0	188
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	82	64	42	0	0	0	0	188
Number of students with a substantial reading deficiency	0	0	0	0	0	0	20	22	29	0	0	0	0	71

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	20	22	29	0	0	0	0	71

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	44%	50%				62%	45%	54%
ELA Learning Gains	49%	46%	48%				59%	48%	54%
ELA Lowest 25th Percentile	35%	36%	38%				49%	42%	47%
Math Achievement	58%	44%	54%				65%	49%	58%
Math Learning Gains	59%	54%	58%				60%	51%	57%
Math Lowest 25th Percentile	60%	58%	55%				53%	47%	51%
Science Achievement	61%	49%	49%				62%	47%	51%
Social Studies Achievement	83%	68%	71%				86%	72%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	60%	48%	12%	54%	6%
Cohort Comparison						
07	2022					
	2019	57%	47%	10%	52%	5%
Cohort Comparison		-60%				
08	2022					
	2019	64%	49%	15%	56%	8%
Cohort Comparison		-57%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	55%	45%	10%	55%	0%
Cohort Comparison						
07	2022					
	2019	33%	30%	3%	54%	-21%
Cohort Comparison		-55%				
08	2022					
	2019	67%	47%	20%	46%	21%
Cohort Comparison		-33%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	56%	42%	14%	48%	8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	62%	38%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	73%	13%	71%	15%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	49%	30%	61%	18%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	44%	54%	57%	41%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	13	31	30	21	45	48	20	52	71		
ELL	38	43	35	45	56	61	45	64	76		
ASN	86	71		76	71		79		93		
BLK	55	49	44	56	66	72	56	67	88		
HSP	50	47	35	51	57	57	54	80	84		
MUL	74	47		83	68		69	94	89		
WHT	66	52	34	68	59	66	71	92	90		
FRL	43	40	28	44	55	58	48	71	77		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	33	30	23	37	32	14	35	53		
ELL	33	45	37	35	40	36	23	52	58		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ASN	89	78		92	61		93	90	100		
BLK	54	56	38	51	43	32	48	63	62		
HSP	52	51	37	48	45	39	47	73	72		
MUL	75	67		81	63						
WHT	66	55	43	66	51	44	67	86	88		
FRL	43	46	34	41	40	36	37	68	72		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	51	49	35	54	53	27	56	63		
ELL	40	53	46	45	52	44	22	65	69		
ASN	88	73		88	64		67	89	89		
BLK	57	56	48	59	59	61	53	86	79		
HSP	58	58	50	60	57	49	56	83	76		
MUL	54	71		48	58						
WHT	66	59	45	70	63	57	70	88	75		
FRL	49	54	49	53	56	49	49	74	76		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	582
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The trend was that achievement increased but learning gains among SWD students were well behind the state an district average.

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

Lowest quartile in Reading. Achievement levels in lowest quartile are down 15 points over the past three years. SWD Students achievement has dropped by 17 points since 2019

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

The gap for these students widened during the pandemic. These students came with higher needs than in previous years. Strategies and programs that worked in the past are no longer sufficient. Tier 1 instruction must improve in all areas in order for these students to get the exposure to the grade level standards. Interventions must be based on grade level material and not all on remedial material.

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

Math achievement and Math growth. Acceleration has also grown.

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

The majority of growth was seen in 8th grade. 8th grade Math strengthened their approach to the PLC process and progress monitored in a way that was conducive to interventions at grade level.

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

The PLC process and MTSS are being restructured to focus on essential standards that must be mastered at each grade level and in each content area.

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

Professional learning is being done through coaching cycles, training on new Math curriculum, and training teachers on the use School City and Canvas to more effectively monitor learning

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

Extra hour of PLC planning. Teachers have the option of planning with their collaborative team each week to address the critical learning, assessment data and intervention plans.

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

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The math proficiency for school year 2021-2022 was 58%, which was 2 percentage points higher than the previous year but still 7 percentage points short from pre-pandemic year of 65%. Productive actions are required and necessary to accomplish the goal of ensuring high levels of mathematic achievement for all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Math Proficiency will increase by 7% in all groups.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration, leadership team, and Math Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. Collaborative teams will focus on the 4 questions and attending to at least one during each weeks meeting. 2. Administrative team will monitor the use of questioning in the classroom that develops the appropriate stage of fluency for the grade-level benchmarks. Questions should be focused on Costa's higher levels of questions (Inquiry). 3. School Stocktake Model will take place every month and the Math Coach will report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Jane Mabra (jane.mabra@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Procedural fluency is the ability of students to apply procedures accurately, efficiently, and flexibly.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Procedural fluency is more than memorizing facts or procedures, and it is more than understanding and being able to use one procedure for a given situation. Procedural fluency builds on a foundation of conceptual understanding, strategic reasoning, and problem-solving (NGA Center & CCSSO, 2010; NCTM, 2000, 2014). All students need to have a deep and flexible knowledge of a variety of procedures, along with an ability to make critical judgments about which procedures or strategies are appropriate for use, in particular, situations (NRC, 2001, 2005, 2012; Star, 2005). Procedural fluency extends students' computational fluency and applies to all strands of mathematics.

Action Steps to Implement

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

1. Teachers will intentionally plan for engaging lessons with their PLC utilizing the CUPs.

Person Responsible	Jane Mabra (jane.mabra@osceolaschools.net)

2. Professional development will be conducted throughout the year provide by Math Coach/District Resource Teacher and or other trained personnel.

Person Responsible	Jane Mabra (jane.mabra@osceolaschools.net)

3. The math coach and or District Math Resource Teacher will co-plan and model for our 5 new math teachers. The same opportunities will be offered to our veteran teachers.

Person Responsible	Jane Mabra (jane.mabra@osceolaschools.net)

4. The 7th grade PLC (with 2 new teachers) will work on consistent routine for daily lessons. Modeling will be provided by Math Coach. The teachers will learn and begin working on the backward planning process with support.

Person Responsible	Jane Mabra (jane.mabra@osceolaschools.net)

5. The 2 new teachers from 6th grade PLC will work on creating a math workshop model/Stations in their classrooms with district support.

Person Responsible	Jane Mabra (jane.mabra@osceolaschools.net)

6. Teachers will provide opportunities for students to work collaboratively to share their strategies along with use math manipulatives.

Person Responsible	Jane Mabra (jane.mabra@osceolaschools.net)

7. Each PLC will use common formative assessments, analyze data to drive future instruction.

Person Responsible	Jane Mabra (jane.mabra@osceolaschools.net)

8. Staff will teach problem-solving strategies and high-order thinking concepts through the delivery of differentiated mathematics lessons.

Person Responsible	Jane Mabra (jane.mabra@osceolaschools.net)

9. Staff will assist students in monitoring and reflecting on applying mathematical practices. Staff will introduce students to multiple problem-solving strategies, including visual representations in their work.

Person Responsible	Jane Mabra (jane.mabra@osceolaschools.net)

10. Staff will provide supplemental learning opportunities to students who are identified as not proficient in mathematics or who are identified as at risk of becoming non-proficient in mathematics based on a variety of progress monitoring. In addition, advanced students will be offered enrichment activities to extend their learning.

Person Responsible	Kyle Clark (kyle.clark@osceolaschools.net)

11. Math Coach is performing a coach cycle with 2 new teachers and side-by-side coaching with other struggling teachers.

Person Responsible	Gary Weeden (gary.weeden@osceolaschools.net)

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

Person Responsible	Jane Mabra (jane.mabra@osceolaschools.net)

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

Person Responsible	Jane Mabra (jane.mabra@osceolaschools.net)

14. Students will participate in targeted intervention Tier 1,2, & 3.

Person Responsible	Kyle Clark (kyle.clark@osceolaschools.net)

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

Person Responsible	Kyle Clark (kyle.clark@osceolaschools.net)

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

Person Responsible	Tracy Nedd (tracy.nedd@osceolaschools.net)

#2. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If all teachers participate in authentic PLCs schoolwide, then engaging lesson plans using high yield strategies and best practices can be planned and implemented. Additionally, common formative assessments can be developed to monitor student achievement and student achievement will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Collaborative PLC's and a common vision of work in the collaborative team schoolwide, will result in: ELA, Math, proficiency, and gains will increase by 7% in all groups. Science proficiency will increase by 4%. Social Studies proficiency will increase by 4%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration, leadership team, and PLC leads will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team Weekly. 2. PLC Seven Stages rubric will be used to measure Pre-Mid-End of school year progress of the PLC teams. These surveys will be analyzed, and feedback will be given to the PLC teams individually and collectively. 3. School Stocktake Model will take place every month and the PLC administrator and PLC facilitaor will report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Marisha Smalling (marisha.smalling@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	PLC is defined as "…an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (DuFour, 2006).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Set clear objectives that are focused on student learning. The PLC model is grounded in the assumption that building teachers' competencies will lead to improved academic, behavioral, or social outcomes for students. Consequently, student learning is both the foundation and evidence of an effective PLC.

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

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

Person Responsible	Gary Weeden (gary.weeden@osceolaschools.net)

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

Person Responsible	Gary Weeden (gary.weeden@osceolaschools.net)

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

Person Responsible   Gary Weeden (gary.weeden@osceolaschools.net)

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

Person Responsible   Lucile Schneider (lucile.schneider@osceolaschools.net)

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

Person Responsible   Gary Weeden (gary.weeden@osceolaschools.net)

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

Person Responsible   Jane Mabra (jane.mabra@osceolaschools.net)

7. Teachers will plan together within their PLCs to incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

Person Responsible   Gary Weeden (gary.weeden@osceolaschools.net)

8. Admin will provide opportunities and coverage for the PLC to observe team members teach.

Person Responsible   Jane Mabra (jane.mabra@osceolaschools.net)

#3. Positive Culture and Environment specifically relating to Student and teacher sense of belonging	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Students with a strong sense of belonging at a school with well implemented programs designed to foster favorable view of the school will achieve academically and improve social behavior. The students will improve skills in ability to work well in a group or collaborative setting and behave in a responsible manner. Students will also be open minded and think positively when faced with challenges. Academically, students are more likely to come to class prepared and reach their potential. When a well prepared child is met with a positive school climate that is safe, the students can form strong relationships with the teachers and staff on campus and yield better test scores.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	2021-2022 Panorama Survey showed a 35% of students answered favorably about school belonging. In 2022-2023 this question will be increased by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. AII surveys and Panorama will be analyzed to identify schools' interventions that will support a positive culture within the school. 2. The leadership team will review monthly during the Stocktake, PBIS, behavior and attendance data for subgroups, and develop inventions as required.
Person responsible for monitoring outcome:	Gary Weeden (gary.weeden@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Students are diverse in their learning styles and needs. It is essential to assess individuals and be focused and flexible to allow for meeting these different needs.
Rationale for Evidence-based	A positive culture and environment are not based on prescribed curricula; instead, it is an approach that reflects a set of teaching strategies and practices that are student-

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	centered. Staff must use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

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

1. Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual assets and, passions. Leadership will promote the use of personal life skills in lessons

Person Responsible   Jane Mabra (jane.mabra@osceolaschools.net)

2. Teacher will plan to build an environment of belonging by greeting students at the door, learning about students' personal cultures, and etc.

Person Responsible   Gary Weeden (gary.weeden@osceolaschools.net)

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

Person Responsible   Gary Weeden (gary.weeden@osceolaschools.net)

4. Teachers will encourage and facilitate students' shared decision-making through consensus/action planning. Establishing Student Ambassador and strengthening Student Government, and Latinos in Action.

Person Responsible   Gary Weeden (gary.weeden@osceolaschools.net)

5. Teachers will use active learning strategies like hands-on, experiential, and project-based activities

Person Responsible   Gary Weeden (gary.weeden@osceolaschools.net)

6. Teachers will integrate behavior strategies into their curriculum, such as self-management, self-confidence, self efficacy, and social awareness where applicable.

Person Responsible   Gary Weeden (gary.weeden@osceolaschools.net)

7. Teachers will facilitate peer learning and teaching - collaborative learning.

Person Responsible   Gary Weeden (gary.weeden@osceolaschools.net)

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

Person Responsible   Gary Weeden (gary.weeden@osceolaschools.net)

9. PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team and reported out at monthly Stocktake.

Person Responsible   Lucile Schneider (lucile.schneider@osceolaschools.net)

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

Person Responsible   Lucile Schneider (lucile.schneider@osceolaschools.net)

11. Students will learn life skills and work ethics from our teachers and staff member through instruction and modeling in order to become productive and contributing citizens by choosing from the 4E's: Enroll, Enlist, Employee or Explore. The students will participate in College week activities and any other AVID college and career events.

Person Responsible   Jane Mabra (jane.mabra@osceolaschools.net)

#4. 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.	Proficiency increased one percentage point but is still 4 points below pre-pandemic 62%. Only 35% of lowest quartile students showed a learning gain in 2022. This shows that actions are necessary to accomplish higher levels of literacy levels for all students
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA proficiency will increase by 7 points in all groups
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration, literacy coach, and leadership will monitor PLC teams to ensure that times is being used effectively and to evaluate the level of the teams. 2. School stocktake will meet monthly and literacy coach will report progress to the principal on the area of focus 3. Leadership will monitor classroom instruction as well as data from formative assessments.
Person responsible for monitoring outcome:	Marisha Smalling (marisha.smalling@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Studies show that analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

Action Steps to Implement

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

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

Person Responsible Marisha Smalling (marisha.smalling@osceolaschools.net)

2. Components of content-relevant strategies will include whole group, small group, and one-on-one conferencing to meet the individual needs of all students.

Person Responsible Marisha Smalling (marisha.smalling@osceolaschools.net)

3. Training by the Literacy Coach on the effectiveness of increased student engagement in relation to student achievement will be offered throughout the year to struggling teachers.

Person Responsible Marisha Smalling (marisha.smalling@osceolaschools.net)

4. Instructional staff will differentiate instruction with varied, research-based instructional strategies following analysis of assessment results to improve literacy proficiency of all students, as evidenced by targeted, tiered interventions.

Person Responsible Marisha Smalling (marisha.smalling@osceolaschools.net)

5. instructional staff will utilize explicit instructional strategies to improve student comprehension of informational text through classroom experiences and other professional development.

Person Responsible Marisha Smalling (marisha.smalling@osceolaschools.net)

6. Administration will offer additional intervention time to support struggling students.

Person Responsible Kyle Clark (kyle.clark@osceolaschools.net)

7. Staff will use progress monitoring data, classroom observations, and, scoring rubrics to identify individual student needs.

Person Responsible Gary Weeden (gary.weeden@osceolaschools.net)

8. Staff will utilize high-quality ELA instructional materials which are found in the curriculum unit plans.

Person Responsible Marisha Smalling (marisha.smalling@osceolaschools.net)

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

Person Responsible Gary Weeden (gary.weeden@osceolaschools.net)

10. Students will participate in targeted intervention Tier 1,2, & 3.

Person Responsible Kyle Clark (kyle.clark@osceolaschools.net)

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

Person Responsible Kyle Clark (kyle.clark@osceolaschools.net)

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

Person Responsible Gary Weeden (gary.weeden@osceolaschools.net)

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	If teachers effectively provide opportunities for students to actively participate in academic discourse through collaborative structures, engage in active learning experiences (such as labs, activities, and investigations), and authentically use their interactive science notebook to process their learning, then student engagement and learning will increase.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Science proficiency and gains will incase by 5% in all groups.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Administration, leadership team, coaches, and teachers (self-monitor) will work together to monitor instruction as well as work in PLCs to plan for instruction. 2. Formative assessments as well as district administered progress monitoring assessments (NWEA, PM, and mock) will be used to measure Pre - Mid - End of school year progress of student learning. Data will be analyzed and used to plan professional learning and coaching for teachers based on individual and small group needs. 3. School Stocktake Model will take place every month and the leadership and/or coach will report progress to the Principal on the Area of Focus.
Person responsible for monitoring outcome:	Jane Mabra (jane.mabra@osceolaschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Participate in academic discourse through collaborative structures and stations 2. Engage in active learning experiences 3. Process learning using interactive science notebooks
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Academic discourse through collaborative structures: When students talk with each other about their ideas, their understanding, and questions they have, they not only process new knowledge verbally, but also engage in the topic and are empowered to express their own thoughts. WICOR (AVID) 2. Active learning experiences: Students who are "doing" are learning. Providing opportunities for students to investigate through inquiry, participate in experiments, develop models, and engage in simulations and activities remember the experience, especially if it is connected and relevant to their lives (which is possible in almost all science content). WICOR (AVID) 3. Interactive science notebooks: Interactive science notebooks provide a safe place for students to process their learning, record knowledge, connect ideas, use as a reference and make their own. It helps students build confidence in science as they develop an understanding through writing, drawing, recording ideas, collecting data, synthesizing information, and more. WICOR (AVID)

Action Steps to Implement

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

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

Person Responsible   Marisha Smalling (marisha.smalling@osceolaschools.net)

2. Develop a common understanding among team members for each instructional strategy and expectations for what each looks like in the classroom.
a. Can focus on one strategy at a time, identifying priorities.
b. Revisit understanding and expectations of strategy monthly, sharing examples and non-examples.
c. Highlight good examples and incorporate into professional learning.

Person Responsible   Shaunacy Powell (shaunacy.powell@osceolaschools.net)

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

Person Responsible   Gary Weeden (gary.weeden@osceolaschools.net)

4. Teachers will learn and implement standards based stations and implement differentiated instruction as an instructional strategy to breakdown student data and content mastery.

Person Responsible   Shaunacy Powell (shaunacy.powell@osceolaschools.net)

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

Person Responsible   Shaunacy Powell (shaunacy.powell@osceolaschools.net)

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

Person Responsible   Shaunacy Powell (shaunacy.powell@osceolaschools.net)

7. Teachers will participate in PD that will use AVID strategies including Kagan, WICOR , Focused notes and interactive notebooks.

Person Responsible   Tracy Nedd (tracy.nedd@osceolaschools.net)

Positive Culture & Environment

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

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

Our school is deliberate on building a positive school culture and environment for all staff and students. During Pre-planning, the Principal led a culture tree activity to learn more about staff culture and believes.

The staff were encouraged to utilize the same activity to learn more about their students. Additionally, PBIS has been rebooted to service more students. The students have monthly events to look forward to and save their Bear bucks for. Teachers now can also earn Teacher bear buck to exchange for rewards by demonstrating BEAR expectations. The Marigold article was also shared with the staff and everyone on campus are striving to be Marigolds for each other and students. Those staff member who are willing to help each other and participate in the positive school culture will be rewarded with a Marigold t-shirt during faculty meetings. More faculty celebrations and team building Wednesdays planned throughout the school year.

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

Principal: Plan and model Positive school culture, forming Guiding Coalition to discuss and monitor current school environment.
Assistant Principals: Attend and Lead committees such as PBIS and ESE Task Force to ensure that students are staff are working in a positive learning environment, providing teacher Bear Bucks when they demonstrate BEAR Expectations.
Guiding Coalition: Teacher leaders invited by the principal to provide feedback and make decisions about school wide systems and procedures.
Deans: Work with teacher and issue positive referrals for students who are exhibiting positive behaviors and provide support to struggling teachers with student behaviors that may be disruptive to the learning environment.
Counselors: Provide emotional support to students in need and working with teachers and staff to ensure all student emotional needs are supported.
All Staff: Supporting a school environment that will allow us to work on our Vision: Everything we do is solely for the students; we believe we can teach all students and that all students will learn given the appropriate resources.