

School District of Osceola County, FL

# Creative Inspiration Journey School Of St Cloud



2022-23 Schoolwide Improvement Plan

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# Creative Inspiration Journey School Of St Cloud

2030 OLD HICKORY TREE RD, Saint Cloud, FL 34772

[www.cijsstcloud.org](http://www.cijsstcloud.org)

## Demographics

**Principal: Tbd Tbd**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	31%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: D (39%) 2018-19: No Grade 2017-18: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Creative Inspiration Journey School Of St Cloud

2030 OLD HICKORY TREE RD, Saint Cloud, FL 34772

[www.cijstcloud.org](http://www.cijstcloud.org)

### 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)
Combination School PK-8	No	31%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	54%

### School Grades History

Year	2021-22	2020-21
Grade	D	

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### SIP Authority

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Creative Inspiration Journey School of St. Cloud provides a groundbreaking, organized Reggio-inspired approach that offers interdisciplinary learning, through project-based experiences. We differentiate and enhance instruction through “gifted teaching methods”, that prepare every student for success in school and life. Our curriculum features environmental responsibility through an agricultural component and reliance on repurposed materials. We value compassion, mutual respect, creative and critical thinking, and collaboration, while recognizing the relevance of our actions locally, nationally and globally.

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

To establish an environment where children love to learn through collaboration, self-discovery, imagination, and creativity while interacting with others in a friendly and safe atmosphere.

### 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
Quinn, Michele	Principal	Provide real-time feedback to teachers, make day to day operations decisions, communicating regularly with parents, students, staff and community, monitor and ensure SIP goals and strategies are being implemented with fidelity, ensure school safety, work within budgetary parameters set by the governing board, work with management team to ensure vision and mission of school is being upheld
McKinsey, Kayla	Instructional Coach	Implement and ensure MTSS accountability amongst teachers, classroom walkthrough's and observations to provide real-time feedback to instructional staff, works with teachers to make sure instructional strategies align with the vision and mission of the school
Marquis, Patricia	Administrative Support	Oversees all school staff, ensures the mission and vision of the school is carried out through day to day operations with all staff members, communicates with all stakeholders

### Demographic Information

#### Principal start date

Wednesday 7/1/2020, Tbd Tbd

**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.*

0

**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.*

0

**Total number of teacher positions allocated to the school**

43

**Total number of students enrolled at the school**

656

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

9

**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 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	96	90	71	59	60	69	43	0	0	0	0	0	0	488
Attendance below 90 percent	24	15	12	13	12	6	8	0	0	0	0	0	0	90
One or more suspensions	3	3	3	0	3	5	4	0	0	0	0	0	0	21
Course failure in ELA	5	3	4	1	0	1	0	0	0	0	0	0	0	14
Course failure in Math	5	3	4	1	0	1	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	22	19	13	0	0	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	23	19	43	18	0	9	0	0	0	0	112
Number of students with a substantial reading deficiency	5	7	6	6	5	5	2	0	0	0	0	0	0	36
Number of students with a substantial math deficiency	2	6	2	1	8	5	4	0	0	0	0	0	0	28
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who 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	5	7	6	13	19	19	13	0	0	0	0	0	0	82

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	5	3	4	1	0	1	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/25/2022

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	95	86	69	56	58	69	46	0	0	0	0	0	0	479
Attendance below 90 percent	39	21	22	15	21	19	11	0	0	0	0	0	0	148
One or more suspensions	1	0	1	0	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	8	21	9	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	12	26	19	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	0	4	6	4	4	6	4	0	0	0	0	0	0	28

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	1	1	4	12	3	0	0	0	0	0	0	21

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	1	4	2	1	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	17	19	8	0	0	0	0	0	0	45

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	95	86	69	56	58	69	46	0	0	0	0	0	0	479
Attendance below 90 percent	39	21	22	15	21	19	11	0	0	0	0	0	0	148
One or more suspensions	1	0	1	0	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	8	21	9	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	12	26	19	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	0	4	6	4	4	6	4	0	0	0	0	0	0	28

#### 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	1	1	4	12	3	0	0	0	0	0	0	21

#### 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	1	4	2	1	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	17	19	8	0	0	0	0	0	0	45

## 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	48%	50%	55%					56%	61%
ELA Learning Gains	47%							57%	59%
ELA Lowest 25th Percentile	34%							55%	54%
Math Achievement	29%	42%	42%					52%	62%
Math Learning Gains	35%							55%	59%
Math Lowest 25th Percentile	44%							49%	52%
Science Achievement	33%	45%	54%					49%	56%
Social Studies Achievement		53%	59%					75%	78%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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

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

### 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	17	39	27	9	50	50					
ELL	31	38	20	17	23	20	14				
HSP	47	55	48	25	34	40	31				
WHT	47	39	19	33	38	53	37				
FRL	37	40	32	26	33	44	23				
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	23			15							
ELL	32			15							
HSP	47	42		25	25		23				
WHT	64	60		59	60		54				
FRL	52	38		30	31		23				
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

### 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)	CSI
OVERALL Federal Index – All Students	38

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	31
Total Points Earned for the Federal Index	301
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	24
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

### 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 and Math-Foundational skills (fluency and comprehension)  
 Content area vocab-focusing on math and science  
 These trends are across grade levels, subgroups and core content areas.

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

Math  
 ELA  
 Science

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

Attendance, professional development for instructional staff, student accountability

Provide professional development to instructional staff based off of areas of need. Instructional coaches

model and coach instructional staff on accountability for students. Leadership team to hold instructional staff accountable. Review attendance at the school level with stakeholder input. Celebrations/incentive for academic gains and attendance over 90%.

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

Our STAR progress monitoring showed growth in both ELA and Math from the beginning of the school year to end of year assessment. However, based off of our 2022 state assessment results this data does not align. In addition, our lowest quartile students did show gains both on progress monitoring and 2022 state assessments.

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

Additional training for our ESE and ELL staff in best practices and proven instructional strategies for small group instruction. We provided common planning across grade levels with the instructional coaches weekly. Provided teachers with professional development on effective interventions and guided reading small group teaching strategies.

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

Professional development on effective enrichment instructional strategies, data analysis and using the data to drive instruction. Increased classroom walk-throughs by the leadership team to give feedback and hold teachers accountable.

**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.**

All school staff are able to attend meetings through the school district of Osceola county. In addition, the school will provide professional development on topics such as: data analysis, using data to drive instruction, best practices for enrichment, content area vocabulary, integrating the school's vision and mission into instruction.

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

We have partnered with a tutoring company to work with students outside the traditional academic time. We are implementing a new PBIS program and incorporating Conscious Discipline throughout our school campus. We have hired an additional two instructional coaches to help support teachers. We have realigned our math curriculum for middle school to reflect the new B.E.S.T standards and best practices used within the district. As a leadership team we are increasing our time spent in the classrooms so that we are able to hold teacher's accountable, give timely feedback and model/coach expectations. In addition, we realigned our daily schedules and duties as a leadership team to allow for more time spent in classrooms.

**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.**

CIJS dropped significantly in the area of math from 43% proficiency to 29% from the previous year in grades 3-6. CIJS will have a focus on the younger grade levels to build foundational skills so that concentration can be made on application at the appropriate grade levels.

**Measurable Outcome:**

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

In the 2022-2023 school year, CIJS will increase math proficiency to 45% overall when assessing grades K-7.

**Monitoring:**

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

Math progress monitoring through weekly data chats  
 Classroom walk-through's with feedback  
 Intervention group data  
 Tutoring group data  
 Professional Development with a focus on data driven instruction  
 Accountability check-ins

**Person responsible for monitoring outcome:**

Michele Quinn (michele.quinn@cjsstcloud.org)

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

Hands-on learning with real-world problems  
 Small group instruction and learning  
 Implementing strategies to help students unravel multi-step word problems (metacognitive thinking)

**Rationale for Evidence-based Strategy:**

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

Hands-on learning with real world problems aligns with our vision/mission and creates a purpose for understanding learning. In addition, it is a strategy that incorporates several different modes of learning.

Small group instruction allows the teacher to focus on individual student needs rather than only focusing on the grade level standard(s).

Enables students to think deeper about real world math problems and apply what they already know, in addition to weeding out unnecessary information.

**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.

Hands-on learning professional development with accountability follow up by leadership team.

**Person Responsible**

Kayla McKinsey (kayla.mckinsey@cjsstcloud.org)

Small group instruction and learning coaching/modeling how to create and implement small groups, incorporate data and showing continuous use of data for fluid groups.

**Person Responsible**

Kayla McKinsey (kayla.mckinsey@cjsstcloud.org)

Metacognitive thinking training with a focus on content area vocabulary to aid in comprehension of word problems. Accountability will be monitored through data chats and progress monitoring.

**Person Responsible**

Kayla McKinsey (kayla.mckinsey@cjsstcloud.org)



## #2. Positive Culture and Environment specifically relating to Attendance

### Area of Focus Description and Rationale:

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

According to our early warning data approximately 25% of our student body has attendance below 90%.

### Measurable Outcome:

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

In the 2022-2023 CIJS strives to lower students with below 90% attendance from 25% to 10%.

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

While attendance is taken daily, data entry and enrollment staff will provide the leadership team with a monthly attendance report. Letters will be sent home after 5, 10, and 15 days of absence with a required meeting with the school counselor and a member of administration. Upon enrollment/re-enrollment each family will review and sign attendance policy.

**Person responsible for monitoring outcome:**

Lynda Crane (lynda.crane@cjsstcloud.org)

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

In an effort to alleviate the attendance issue, school staff and families will work together to create a plan when it has been identified that attendance is becoming excessive. This will require written notification, a face to face meeting with a member of administration reviewing attendance policy and creating a plan of action.

Awards ceremony or incentive activity for students with 90% or above attendance (Quarterly)

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

We know that students enjoy being recognized and parents enjoy experiencing their child being recognized.

Bridging the gap and building relationships with our families will create a positive learning environment increasing the want from our students to be at school.

### 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.

Communication of attendance policy to all stakeholders to ensure expectations.

**Person Responsible** Michele Quinn (michele.quinn@cjsstcloud.org)

Monitoring attendance monthly with communication with the guardians that need to be notified of excessive amounts of absences.

**Person Responsible** Michele Quinn (michele.quinn@cjsstcloud.org)

Having quarterly award recognition for those students who are at school 90% or above.

**Person Responsible**

Michele Quinn (michele.quinn@cjsstcloud.org)

**#3. 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.**

In 2021-2022 school year CIJS fell from 42% to 33% proficiency on the 5th grade FCAT 2.0 science assessment.

**Measurable Outcome:**

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

In the 2022-2023 school year CIJS intends to increase science proficiency to 45% on the 5th grade FCAT 2.0 science assessment.

**Monitoring:**

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

Science progress monitoring through weekly data chats  
Classroom walk-through's with feedback  
Intervention group data  
Tutoring group data  
Professional Development with a focus on content area vocabulary and comprehension  
Accountability check-ins

**Person responsible for monitoring outcome:**

Kayla McKinsey (kayla.mckinsey@cijsscloud.org)

**Evidence-based Strategy:**

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

Hands-on learning with real-world problems  
Small group instruction and learning  
Implementing strategies to help students unravel multi-step word scenarios and interpreting data (metacognitive thinking)

Hands-on learning with real world problems aligns with our vision/mission and creates a purpose for understanding learning. In addition, it is a strategy that incorporates several different modes of learning.

**Rationale for Evidence-based Strategy:**

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

Small group instruction allows the teacher to focus on individual student needs rather than only focusing on the grade level standard(s).

Enables students to think deeper about real world science scenarios and apply what they already know, in addition to weeding out unnecessary information.

**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.

Hands-on learning professional development with accountability follow up by leadership team.

**Person Responsible**

Kayla McKinsey (kayla.mckinsey@cijsscloud.org)

Small group instruction and learning coaching/modeling how to create and implement small groups, incorporate data and showing continuous use of data for fluid groups.

**Person Responsible**

Kayla McKinsey (kayla.mckinsey@cijsscloud.org)

Metacognitive thinking training with a focus on content area vocabulary to aid in comprehension of science related terms. Accountability will be monitored through data chats and progress monitoring.

**Person Responsible**

Kayla McKinsey (kayla.mckinsey@cijsscloud.org)

**#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.**

In the 2020-2021 school year, in grades 3-5 CIJS had 52% proficiency in reading. For the 2021-2022 school year reading proficiency for grades 3-6 decreased to 47% proficiency.

**Measurable Outcome:**

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

In 2022-2023 school year, CIJS will increase reading proficiency from 47% to 55%.

**Monitoring:**

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

ELA progress monitoring through weekly data chats  
Classroom walk-through's with feedback  
Intervention group data  
Tutoring group data  
Professional Development with a focus on evidence-based reading strategies  
Accountability check-ins

**Person responsible for monitoring outcome:**

Kayla McKinsey (kayla.mckinsey@cjsstcloud.org)

**Evidence-based Strategy:**

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

Project based learning  
Small group instruction  
Print rich environment

**Rationale for Evidence-based Strategy:**

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

Project-based learning with reading strategies, research, using a variety of texts which creates a purpose for comprehension of the text and thinking critically through text. In addition, it is a strategy that incorporates several different modes of learning.

Small group instruction allows the teacher to focus on individual student needs rather than only focusing on the grade level standard(s).

All classrooms have leveled, print rich environment allowing for a variety of text exposure.

**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.

Standard driven project-based learning professional development with accountability follow up by leadership team.

**Person Responsible**

Patricia Marquis (patty.marquis@cjsstcloud.org)

Small group instruction and learning coaching/modeling how to create and implement small groups, incorporate data and showing continuous use of data for fluid groups.

**Person Responsible**

Patricia Marquis (patty.marquis@cjsstcloud.org)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

All K-2 teachers are reading endorsed or will be working towards their reading endorsement. Teachers receive professional development training in relation to their core reading curriculum. In addition, teachers utilize guided reading and Fountas and Pinnell reading as the core reading curriculum. The core curriculum allows for grade appropriate reading instruction that is research-based. In addition to the core reading program; teachers with the support of our instructional coaches use their data to drive their reading instruction.

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

All 3-5 teachers are reading endorsed or will be working towards their reading endorsement. Teachers receive professional development training in relation to their core reading curriculum. The core reading curriculum for grades 3-5 is Making Meaning. Teachers also utilize guided reading groups to close gaps in reading instruction. The core reading curriculum allows for grade appropriate novel studies and vocabulary work and is a research-based curriculum. In addition to the core reading program; teachers with the support of our instructional coaches use their data to drive their reading instruction.

**Measurable Outcomes:**

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

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

**Grades K-2: Measureable Outcome(s)**

Through ongoing progress monitoring and data driven instruction by the end of 2022-2023 school year 55% of our students in grades K-2 will score at or above grade level expectations.

**Grades 3-5: Measureable Outcome(s)**

Through ongoing progress monitoring and data driven instruction, by the end of the 2022-2023 school year 50% of our students in grades 3-5 will score at or above grade level expectations.

**Monitoring:**

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

CIJS will monitor progress monitoring data and the curriculum team will meet with teachers by grade level for data chats. These meetings will take place weekly. Data will be analyzed with the teachers and the teachers will use such data to drive their instruction. CIJS leadership team will monitor through reviewing lesson plans, attending team meetings and conducting classroom walk-throughs providing teachers with feedback. In addition, ongoing needs-based training will take place on Wednesday's and designated professional development days.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

McKinsey, Kayla, [kayla.mckinsey@cijsscloud.org](mailto:kayla.mckinsey@cijsscloud.org)

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

All evidence based reading programs align with the B.E.S.T ELA Standards and the CIJS Reading Plan. In addition, teachers will be trained and utilize best practices for literacy instruction.

### **Rationale for Evidence-based Practices/Programs:**

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

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

The leadership and curriculum team researched effective literacy programs. In addition, we discussed with leaders of other successful schools both locally and in other Florida school districts. When we had these conversations we asked the schools to show evidence of the programs' effectiveness.

### **Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
The literacy leadership team and the literacy coaches will conduct data chats weekly with grade level team in grades K-7.	
The literacy leadership team will have weekly meetings with the literacy coaches to ensure accountability. The literacy coaches/curriculum team will meet weekly with each grade level K-7. Each week the team will analyze, discuss and plan regarding progress monitoring data and school-based assessments. The teachers will use this data to drive instruction.	Quinn, Michele, michele.quinn@cjsstcloud.org
School staff will be provided with needs-based professional development both at the school and district levels. The literacy leadership team will meet with the literacy coaches to determine needs-based professional development. The literacy leadership team and literacy coaches will work together to plan and execute training. Teachers will also be provided relevant training through the School District of Osceola County. The teams along with the instructional staff will use data to drive professional development needs.	Quinn, Michele, michele.quinn@cjsstcloud.org



## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships 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.

CIJS has implemented (2022-2023 school year) the Conscious Discipline school-wide. While the program has the word "discipline" this is not meant to be punitive but instead is a program that helps students and staff build a family within the school. The program provides teaching tools for both students and staff to build community in order to create a school environment that is safe, supporting and engaging learning environment. CIJS requires and encourages volunteer hours from parents and many parents are able to work with the teachers, read to students, volunteer for school-wide events. We know that parent involvement is key to students and staff being successful.

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

School Leadership-Creating and implementing policies and procedures that provide all stakeholders with a safe, nurturing and engaging environment. Providing all staff with support where need and as viable from a financial standpoint. Lead by example. Provide teachers and staff with opportunities to thrive in and out of the classroom. Have an open door policy for all stakeholders so that voices can be heard.

School Staff-Ensuring that policies and procedures are followed in order to ensure a positive and safe environment for all stakeholders. Creating a welcoming environment for all stakeholders. Ensuring that the school is clean and orderly to ensure safety for all stakeholders.

Teachers-Ensuring that policies and procedures are followed in order to ensure a positive, safe, nurturing and engaging learning environment. Modeling for students and colleagues best teaching and learning practices. Ensuring that professionalism is always a priority. Welcoming families to be an active participant in their students learning.

Parents-Partnering with the school to ensure positive learning experience. Including parents via surveys and other means of input to improve the school in various areas such as school policy. Participation in Parent Teacher Organization and ensure students come to school daily and limit attendance issues.

Students-Strive to do their best. Include students in decision-making and seek input when making school-based decisions. Encourage peers to do their best and take pride in their school campus.