

School District of Osceola County, FL

Thacker Avenue Elementary For International Studies



2023-24

Schoolwide Improvement Plan (SIP)

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Thacker Avenue Elementary For International Studies

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www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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

Name	Position Title	Job Duties and Responsibilities
Dufault, Lindsey	Reading Coach	The Literacy Coach focuses on student progress by working with teachers to ensure implementation of research-based reading programs and strategies with fidelity. Our coach serves as an instructional mentor by conducting lessons, modeling best- practice, working with student groups, providing non-evaluative instructional feedback, assessing student progress, and providing input on the intervention and enrichment processes. (MTSS). Her work includes analyzing literacy data to identify trends and develop plans to meet student needs. She provides technical assistance, provides training and helps engage parents through our outreach opportunities.
Bianchi, Clarissa	Math Coach	Math and science coach focuses on student achievement by working with teachers to ensure quality implementation of Instructional research-based math and science programs. Support and assist classroom teachers in assessing the specific math and science needs of students. Provide opportunities for professional development. She will work to support PLC, data analysis, disaggregation and equity-based instruction.
Shaw, Christine	Instructional Media	The media specialist is integral in supporting literacy school wide. In addition, this position serves as the testing coordinator for district and state sponsored assessments. This position interacts with every student at every level and coordinates school-wide efforts in literacy. This position also assists with the technology home-to school connections. She also is our test coordinator for state and district level assessments. She trains our teachers on test security, monitors test accommodations and ensures all testing is completed within the allotted time frame.
Lugo, Kimberly	Instructional Coach	As the IB Coordinator, she is responsible for facilitating the development and the implementation of our approved Programme of Inquiry. These transdisciplinary themes are central to the foundations necessary to create globally minded learners at every grade level VPK-grade 5. She will participate, lead and foster professional development. She also is our PLC lead and is in contact with each PLC and their progression through the PLC stages working as a liaison between PLCs and administration. Her role also includes MTSS Coach. The MTSS coach works to build a system of academic and behavior supports to ensure students and families remain engaged in the system of school. This role monitors and implements the organizational structure of tiered intervention in core content and behavior.
Protano Valero, Marie	Other	The 21st Century Grant funded interventionist works to implement an intensive school-wide, targeted behavior intervention support program. The purpose of this position is provide both academic and behavioral supports to assist students and families in accessing school based opportunities for success. This role also supports classroom teachers with behavior interventions and as a restorative coach for students.

Name	Position Title	Job Duties and Responsibilities
Garciamos, Eileen	ELL Compliance Specialist	The role of EES is collaborative and strategic. This position monitors the compliance portion of our second language learners, ensures fidelity with the requirements of the consent decree are being met. They are integral in providing instructional support strategies to meet the needs of students with the need for supports.
Ziegler , Elizabeth	Staffing Specialist	The RCS works with directly with both teachers and leaders to schedule, staff, and support students with exceptional needs including the development of IEPs, documentation of services rendered, home-to school connections, and instructional supports. The RCS maintains compliance with IDEA and provides data to support the students with special needs in regards to additional services needed.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Input is encouraged and valued from all stakeholders. Parent surveys are sent out at the end of each year to gather comments and suggestions. Insight data is gathered from staff and Panorama data is gathered from students to guide goals and direction for our school's decision making. The School Improvement plan and family involvement plan is presented and input is encouraged during SAC meetings throughout the school year. All of these suggestions are incorporated into this year's School Improvement Plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan is regularly reviewed and monitored on a monthly basis during our Stocktake process. Each month the leadership team meets to review and report on the progress for each goal of the School Improvement Plan. A point person is identified for each goal and updates with supporting data is shared with the team. Progress toward the goal is reported and any barriers are problem solved. MTSS (Multi tier System of Support) meetings are held with leadership and grade level teachers. These meetings discuss individual student data, focusing on subgroups needing additional attention. These processes ensure continued student progress. Stocktake will review data each month on the last Wednesday of the month to assess progress toward school goals in each focus area. The School Advisory Council (SAC) will meet to approve the SIP goals on September 15, 2023. The Principal will provide SAC with an update from Stocktake on a monthly basis (second Wednesday of the month) and recommend any necessary revisions to the plan for SAC to approve.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	23	23	22	14	20	0	0	0	102
One or more suspensions	0	0	6	2	3	4	0	0	0	15
Course failure in English Language Arts (ELA)	0	0	0	12	3	2	0	0	0	17
Course failure in Math	0	0	0	21	2	2	0	0	0	25
Level 1 on statewide ELA assessment	0	0	0	3	29	34	0	0	0	66
Level 1 on statewide Math assessment	0	0	0	2	30	34	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	18	25	31	0	0	0	0	0	79

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	1	3	0	0	0	0	0	5

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	47	40	34	39	37	34	0	0	0	231
One or more suspensions	0	0	1	2	0	6	0	0	0	9
Course failure in ELA	0	0	0	6	27	18	0	0	0	51
Course failure in Math	0	0	0	4	3	14	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	0	38	41	0	0	0	79
Level 1 on statewide Math assessment	0	0	0	0	44	43	0	0	0	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	25	28	33	38	41	0	0	0	177

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	1	1	0	0	0	0	3

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	47	40	34	39	37	34	0	0	0	231
One or more suspensions	0	0	1	2	0	6	0	0	0	9
Course failure in ELA	0	0	0	6	27	18	0	0	0	51
Course failure in Math	0	0	0	4	3	14	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	0	38	41	0	0	0	79
Level 1 on statewide Math assessment	0	0	0	0	44	43	0	0	0	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	25	28	33	38	41	0	0	0	177

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	1	1	0	0	0	0	3

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	36	44	53	37	48	56	37		
ELA Learning Gains				47			37		
ELA Lowest 25th Percentile				48			33		
Math Achievement*	43	46	59	39	44	50	38		
Math Learning Gains				55			34		
Math Lowest 25th Percentile				48			21		
Science Achievement*	41	43	54	40	46	59	36		
Social Studies Achievement*					55	64			
Middle School Acceleration					42	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	63	59	59	67			55		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	226
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	8	Yes	4	2
ELL	42			
AMI				
ASN				
BLK	34	Yes	1	
HSP	45			
MUL				
PAC				
WHT	45			
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	1
ELL	44			
AMI				
ASN				
BLK	45			
HSP	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	49			
FRL	43			

Accountability Components by Subgroup
 Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	36			43			41					63
SWD	10			10			5				3	
ELL	31			44			36				5	63
AMI												
ASN												
BLK	29			31			50				4	
HSP	35			42			38				5	64
MUL												
PAC												
WHT	43			52							3	
FRL	35			40			36				5	60

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	37	47	48	39	55	48	40					67
SWD	8	40	44	14	44	44	5					
ELL	35	52	53	33	48	29	37					67
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	30	59		35	59		43					
HSP	37	46	48	38	55	43	36					66
MUL												
PAC												
WHT	43	45		46	57		38					67
FRL	31	45	47	33	52	43	34					61

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	37	37	33	38	34	21	36					55
SWD	18	16	9	20	16	0	16					44
ELL	37	43	22	37	35	7	36					55
AMI												
ASN												
BLK	28	23		38	15		29					
HSP	38	35	33	35	34	23	35					56
MUL												
PAC												
WHT	41	50		46	50		54					50
FRL	34	33	35	33	32	26	28					59

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	44%	-12%	54%	-22%
04	2023 - Spring	36%	49%	-13%	58%	-22%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	39%	44%	-5%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	49%	-3%	59%	-13%
04	2023 - Spring	45%	48%	-3%	61%	-16%
05	2023 - Spring	38%	41%	-3%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	40%	-2%	51%	-13%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

For the past three years, reading scores have become stagnant at 37% proficiency, growing only 1% to 38% for PM3 in the Spring of 2023. This occurs when the tier I instruction needs to be addressed. As the only IB-PYP school in the district, a considerable amount of effort has been placed on gaining an opportunity to design our curriculum units in ways that support the IB-PYP model. There is a need to increase mastery learning to and beyond proficiency in all groups. Core content reading instruction with an emphasis on foundational reading skills is needed at every grade level based on STAR and FAST data collection. Reading interventions need to be in place in all grade levels, but especially the primary grades with foundational.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The Spring PM3 NGSS was at 39% proficiency, down 1% from 40% proficiency in 2022. Science scores mirrored our ELA PM 3 scores in 2023. ELA PM3 was at 38% proficiency in 2023. Since the science test is heavily relies on reading skills, a focus on reading comprehension strategies will boost ELA as well as science scores.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA proficiency had the largest gap between school scores and state scores. The state was at 53% proficiency while the school was at 38%, a 15% gap in proficiency. Students lack vocabulary knowledge and comprehension strategies. Although growth of 1% was made from the previous year, the gap is wide between the school and state.

Which data component showed the most improvement? What new actions did your school take in this area?

Math proficiency saw the largest growth. Math scores grew from 39% in 2022 to 46% in 2023, a 7% increase. In addition, based on data collected by the district Research and Evaluation Department, Math had learning gains of 62% (4th grade) and 57% (5th grade). In 2023 the school added tutors that provided tier 2 interventions using Hand to Mind math materials, in addition to additional supports to accelerate our "bubble" students. (Students who were very close to a level 3).

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Absenteeism continues to be an issue at the school. This year we will have a dedicated staff member to monitor attendance and contact parents on a weekly basis. Social workers and guidance counselors will get involved by meeting with parents of students who are chronically absent. We will explain the direct correlation between their grades and the class time missed by students.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our school will focus on the Critical Reading process in all content areas. This strategy will increase (1) ELA scores. A continued focus on the Critical Reading process for disciplinary literacy and inquiry based instructional strategies will increase (2) Math and (3) Science scores. Intentional focus on creating a (4) positive school and classroom environment will cultivate a feeling of student and staff belonging and foster an environment where students can take a social or academic risk and feel supported by those around them.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An analysis of the 2022-2023 FAST ELA data indicates a critical need. Based on the scores of 3rd, 4th, and 5th grade students, an average of 38% were proficient readers based on PM3 of FAST 2023 at Thacker Ave. Elementary School for International Studies. Necessary actions are needed to accomplish the goal to ensure higher levels of Literacy for all students.

Measurable Outcome:

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

ELA proficiency will increase to the 2022-2023 state average of 53% proficiency.

Monitoring:

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

Monitoring for the desired outcome will be accomplished at the planning, implementation, and evaluation stages of standards-based instruction.

-Consistent planning for the development of foundational skills and the reading process with AVID WICOR strategies will be monitored by Administration, leadership team, and ELA Coach each Thursday, which is the agreed-upon PLC day.

-Fidelity of implementation of PLC-designed lessons will be monitored by conducting weekly classroom walkthroughs with feedback. Each team member of the leadership team is assigned a grade level. Classroom walkthrough data is analyzed each week during leadership team meetings to plan for supports and professional development opportunities.

-The monthly school Stocktake process will take place each month and formative data will be shared for reflection and next steps.

Person responsible for monitoring outcome:

Lindsey Dufault (lindsey.dufault@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Evidence shows that effective implementation of Professional Learning Communities will ultimately lead to student success. Data driven discussions are the driving force for purposeful differentiation of instruction for individual students or subgroups.

Planning with the Critical reading Process in mind includes: selecting the text, engaging students in pre-reading prior to interacting with the text, leading to engaging with the text while building vocabulary and using text annotation, and ending with extending beyond the text (using the knowledge gained from the text) will increase comprehension in all content areas.

AVID WICOR Strategies will be used to teach the critical reading process - Writing, Inquiry, Collaboration, Organization, and Reading Strategies provide a rigorous yet engaging learning environment for all students, a common instructional language, support both student and teacher learning, cultivate students' growth mindset and academic disposition that college attendance is possible and a goal they can achieve.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As evidenced by Marzano, student achievement parallels effective PLC's. The value of collaborative discourse and purposeful planning is evidenced by the high yield strategies set in motion across

classrooms. This data driven process transforms learning, amplifies academic gains, and builds student efficacy, confidence and commitment to personal accountability in their learning. (William. 2007), (Marzano, 2003).

Educators are asked to teach literacy, thinking skills, digital competency, and academic language making the critical reading process more important than ever to enhance comprehension. (National Center for Education statistics, 2015).

Providing schoolwide AVID was correlated with higher school grades in the Florida accountability system, and students in the elective were found to have statistically significantly higher GPAs, higher learning gains scores, greater enrollment in acceleration, and a higher likelihood of receiving college scholarships (Maddock & Torres, 2021).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ensure effective planning for the delivery of Florida B.E.S.T. standards using Benchmark Advance and district-provided curriculum unit plans taking into consideration the Critical Thinking Process. Lesson plans should include strategic implementation of AVID strategies.

Person Responsible: Kimberly Lugo (kimberly.lugo@osceolaschools.net)

By When: Every Thursday, during PLC time starting August 10, 2023.

Specific needs are determined by PLCs through a variety of formative and summative assessments. Purposeful planning for differentiated instruction will occur, including small group instruction (Tier 2). Students who do not respond to small group instruction will receive intervention (Tier 3). PLCs select intervention materials, set goals and adjust groups periodically.

Person Responsible: Lindsey Dufault (lindsey.dufault@osceolaschools.net)

By When: Differentiated instruction planning: Thursdays during PLC discussions starting September 7, 2023. Intervention planning: every 6 weeks starting September 21, 2023.

Ensure foundational skills are delivered with accuracy as described in the Open Court curriculum and district-provided curriculum unit plans.

Person Responsible: Lindsey Dufault (lindsey.dufault@osceolaschools.net)

By When: Weekly walkthrough starting August 21, 2023.

Provide professional development (PD) to new teachers on implementation of WICOR AVID strategies.

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

By When: A WICOR AVID strategy will be shared in the weekly newsletter - biweekly (published every Saturday) and then addressed during PLC time on Thursdays, starting September 16, 2023.

Teachers and their VE support teachers will collaboratively plan lessons and interventions to purposefully address the needs of ESE - ESSA Subgroup based on Individual Education Plans and student achievement data. The goal is for Students with Disabilities (SWD) to also reach the state average of 53% proficiency rate in ELA.

Concomitantly, each week, during PLC time, a set of research-based strategies will be presented for

teachers to review and/or adopt according to the content being addressed and students' needs.

-Strategies for Students with Learning Disabilities: Control of Task difficulty; Use a combination of direct instruction and cognitive strategy instruction; Teaching in small, interactive groups; Using "Think Aloud" techniques; Advanced Organizers/ Activate Prior Knowledge; Teach self-regulation and self-monitoring; Extended practice and application; Use technology and other learning tools; Present and Assess Learning in Multiple Ways; Teach memory strategies; Keep a positive attitude & high expectations; Use students' interest.

Strategies for Students with ADHD, Speech and Language Disabilities, Emotional/Behavioral Disabilities, and Autism will be introduced to teachers serving these specific subgroups.

Person Responsible: Elizabeth Ziegler (elizabeth.ziegler@osceolaschools.net)

By When: Starting September 14, 2023, every Thursday in weekly PLC.

Teachers plan lessons and interventions to purposefully address the needs of English Language Learners, including the use of evidence-based strategies such as:

-Identify language goal and scaffolds to attain it.

-Teach students to use context clues, word parts, cognates, and dictionaries and glossaries to determine the meanings of unfamiliar words.

-Scaffold content-area learning by using videos, visuals, and graphic organizers to help students understand content.

-Use a variety of instructional activities such as providing student-friendly definitions; applying definitions in context; providing examples, non-examples, and concrete representations; providing structured opportunities for students collaborate and practice using academic words orally and in written assignments.

-Use home language to preview and review new academic content and vocabulary and make connections to their background knowledge and prior experiences.

Person Responsible: Eileen Garciamos (eileen.garciamos@osceolaschools.net)

By When: Starting September 14, 2023, every Thursday in weekly PLC.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Given the 2022 -2023 school data finding that 46% of students were proficient in math in grades 3-5 based on FAST PM3 2023, productive actions are necessary to accomplish the goal of ensuring higher levels of mathematic achievement for all students.

Measurable Outcome:

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

Math proficiency will increase to the state average of 58% for the 2023-2004 school year.

Monitoring:

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

Monitoring for the desired outcome will be accomplished at the planning, implementation, and evaluation stages of standards-based instruction.

-Consistent planning of lessons using district-provided curriculum unit plans to develop students' proficiency of Mathematical Thinking and Reasoning Standards using Costa's higher levels of questions and IB lines of Inquiry will be monitored by the Math Coach each Thursday, which is the agreed-upon PLC day.

-Fidelity of implementation of PLC-designed lessons will be monitored by conducting weekly classroom walkthroughs with feedback. Each team member of the leadership team is assigned a grade level. Classroom walkthrough data is analyzed each week during leadership team meetings to plan for supports and professional development opportunities.

-The monthly school Stocktake process will take place each month and formative data will be shared for reflection and next steps.

Person responsible for monitoring outcome:

Clarissa Bianchi (clarissa.bianchi@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will implement Best Standards through the lens of Mathematical Reasoning and Thinking Standards, with:

- Progression of content across strands is purposeful so benchmarks are not taught in isolation
- Intentional balance of conceptual understanding and procedural fluency
- Real-world applications intertwined within concepts for relevance

Students will:

- 1- Actively participate in effortful learning both individually and collectively.
- 2- Demonstrate understanding by representing problems in multiple ways (including the use of manipulatives to engage in exploration and discover patterns).
- 3- Complete tasks with mathematical fluency.
- 4- Engage in discussions that reflect on the mathematical thinking of self and others.
- 5- Use patterns and structure to help understand and connect mathematical concepts.
- 6- Assess the reasonableness of solutions.
- 7- Apply mathematics to real-world contexts.

These practices will be reinforced with WICOR AVID strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

National Council of Teachers of Mathematics. (2014) promotes Mathematical Reasoning and Thinking Standards. These are embedded in Florida's B.E.S.T. Standards (FLDOE, 2020). The MTRs ensure that students stay engaged, persevere in tasks, share their thinking, balance conceptual understanding and procedures, assess their solutions, make connections to previous learning and extended knowledge, and apply mathematical concepts to real-world applications. These practices are associated evidence-based WICOR AVID strategies (Maddock & Torres, 2021).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

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

By When: Weekly grade level/content area PLCs, every Thursday starting August 10, 2023.

Professional development will be conducted throughout the year that focuses on the development of mathematical fluency across grade levels through Mathematical Thinking and Reasoning Standards (MTR) training. The math coach will work collaboratively with PLC teams and model lessons with fluency as a focus, where exploration with manipulatives and identification of patterns promote students' development of procedural understanding. The math coach will observe classroom lessons and reflect with teachers and PLC teams on the development of fluency.

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

By When: Weekly grade level/content area PLCs. Monitored through weekly classroom walkthroughs. Formative assessment data collected to be shared at monthly Stocktake.

Teachers will use weekly assessments and formative assessment data to identify students' proficiency of B.E.S.T standards and provide targeted remediation/intervention in small groups. Support staff will provide Tier 2 interventions and supplemental learning opportunities to students who are identified as not proficient in mathematics or who are identified as at risk of becoming non-proficient in mathematics based on progress monitoring. In addition, advanced students will be offered supplemental learning opportunities to extend their learning identified through the MTSS process.

Person Responsible: Kimberly Lugo (kimberly.lugo@osceolaschools.net)

By When: Grade level teams will meet every six weeks to review intervention data and current test data to modify interventions for students starting September 21, 2023.

Teachers and their VE support teachers will collaboratively plan lessons and interventions to purposefully address the needs of ESE - ESSA Subgroup based on Individual Education Plans and student achievement data. The goal is for Students with Disabilities (SWD) to also reach the state average of 58% proficiency rate in MATH.

Concomitantly, each week, during PLC time, a set of research-based strategies will be presented for teachers to review and/or adopt according to the content being addressed and students' needs.

-Strategies for Students with Learning Disabilities: Control of Task difficulty; Use a combination of direct

instruction and cognitive strategy instruction; Teaching in small, interactive groups; Using “Think Aloud” techniques; Advanced Organizers/ Activate Prior Knowledge; Teach self-regulation and self-monitoring; Extended practice and application; Use technology and other learning tools; Present and Assess Learning in Multiple Ways; Teach memory strategies; Keep a positive attitude & high expectations; Use students' interest.

Strategies for Students with ADHD, Speech and Language Disabilities, Emotional/Behavioral Disabilities, and Autism will be introduced to teachers serving these specific subgroups.

Person Responsible: Elizabeth Ziegler (elizabeth.ziegler@osceolaschools.net)

By When: Starting September 14, 2023, every Thursday in weekly PLC.

Teachers plan lessons and interventions to purposefully address the needs of English Language Learners, including the use of evidence-based strategies such as:

-Identify language goal and scaffolds to attain it.

-Teach students to use context clues, word parts, cognates, and dictionaries and glossaries to determine the meanings of unfamiliar words.

-Scaffold content-area learning by using videos, visuals, and graphic organizers to help students understand content.

-Use a variety of instructional activities such as providing student-friendly definitions; applying definitions in context; providing examples, non-examples, and concrete representations; providing structured opportunities for students collaborate and practice using academic words orally and in written assignments.

-Use home language to preview and review new academic content and vocabulary and make connections to their background knowledge and prior experiences.

Person Responsible: Eileen Garciamos (eileen.garciamos@osceolaschools.net)

By When: Starting September 14, 2023, every Thursday in weekly PLC.

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Given the 2022 -2023 school data finding that 39% of students were proficient in science in 5th grade based on Spring NGSS testing, productive actions are necessary to accomplish the goal of ensuring higher levels of science achievement for students. If teachers intentionally plan, and effectively provide opportunities for students to actively participate in academic discourse through collaborative structures, engage in active learning experiences (such as labs, activities, and investigations), and authentically use their interactive science notebook to process their learning, then student engagement and learning will increase.

Measurable Outcome:

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

Science proficiency will increase to the state average of 51% for the 2023-2004 school year.

Monitoring:

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

Monitoring for the desired outcome will be accomplished at the planning, implementation, and evaluation stages of standards-based instruction.

- Consistent planning of lessons using 1) district-provided curriculum unit plans to develop students' proficiency of Science NGSSS; 2) the 5E model as a planning tool; and 3) WICOR AVID strategies will be monitored by the Math/Science Coach each Thursday, which is the agreed-upon PLC day.

- Fidelity of implementation of PLC-designed lessons will be monitored by conducting weekly classroom walkthroughs with feedback. Each team member of the leadership team is assigned a grade level.

Classroom walkthrough data is analyzed each week during leadership team meetings to plan for supports and professional development opportunities.

- The monthly school Stocktake process will take place each month and formative data will be shared for reflection and next steps.

Person responsible for monitoring outcome:

Clarissa Bianchi (clarissa.bianchi@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will use the 5E model as a planning tool for science instruction. It consists of five phases: Engage, Explore, Explain, Elaborate, and Evaluate.

WICOR AVID Strategies such as:

Writing: 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.

Inquiry: Providing opportunities for students to investigate through inquiry, participate in experiments, develop models, and engage in simulations and activities remember the experience, and make connections to their learning.

Collaboration and Organization: Academic discourse through collaborative structures: When students talk with each other in a structured manner about their ideas, their understanding, and questions they have, they deepen their knowledge. Students who are "doing" are learning.

Reading: Students should be able to experience success with rigorous disciplinary text in all content areas with a focus on vocabulary and comprehension strategies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The 5E model is based on the constructivist theory of learning, which suggests that people construct knowledge and meaning from experiences. The 5E model aims to achieve a depth of scientific understanding, promote collaborative and active learning, and apply learning to new contexts. The 5E model is embedded in the Next Generation Science Standards (NGSS) and can be used with various resources (Biochemistry and Molecular Biology Education, 1987).

Similar to the Language Arts Focus Area, providing schoolwide AVID was correlated with higher school grades in the Florida accountability system, and students in the elective were found to have statistically significantly higher GPAs, higher learning gains scores, greater enrollment in acceleration, and a higher likelihood of receiving college scholarships (Maddock & Torres, 2021).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ensure effective planning for the NGSSS using district-provided curriculum unit plans using the 5 E model. Lesson plans should include strategic implementation of WICOR AVID strategies.

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

By When: During Thursday's PLC meetings, starting August 10, 2023.

Monitor effective implementation of agreed-upon lessons where student engagement (5E Model) and use of WICOR strategies using monitoring tool.

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

By When: Leadership team will discuss data collected in walkthroughs every Friday, starting September 15, 2023.

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

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

By When: Based on collected weekly walk-through data, PD will be created and offered monthly on Tuesdays starting September 19, 2023.

The ESOL compliance specialist will support science instruction for English Language Learners by providing professional development for teachers on ELL instructional strategies such as:

- Scaffold content-area learning by using videos, visuals, and graphic organizers to help students understand content.
- Teach students to use context clues, word parts, cognates, and dictionaries and glossaries to determine the meanings of unfamiliar words.
- Use a variety of instructional activities such as providing student-friendly definitions; applying definitions in context; providing examples, non-examples, and concrete representations; providing structured opportunities for students collaborate and practice using academic words orally and in written assignments.

-Use home language to preview and review new academic content and vocabulary and make connections to their background knowledge and prior experiences.

Person Responsible: Eileen Garciamos (eileen.garciamos@osceolaschools.net)

By When: Teams will meet weekly on Thursdays to discuss most current ELL data and determine appropriate strategies, starting August 17, 2023.

Teachers plan lessons with scaffolds that address the needs of ESE - ESSA Subgroup based on Individual Education Plans and student achievement data. The goal is for Students with Disabilities (SWD) to also reach the state average of 51% proficiency rate in SCIENCE.

Teachers will learn and implement a set of research-based strategies such as:

Control of Task difficulty; Use a combination of direct instruction and cognitive strategy instruction; Teaching in small, interactive groups; Using "Think Aloud" techniques; Advanced Organizers/ Activate Prior Knowledge; Teach self-regulation and self-monitoring; Extended practice and application; Use technology and other learning tools; Present and Assess Learning in Multiple Ways; Teach memory strategies; Keep a positive attitude & high expectations; Use students' interest.

Person Responsible: Elizabeth Ziegler (elizabeth.ziegler@osceolaschools.net)

By When: Teams will meet weekly on Thursdays to discuss most current data and ESE strategies starting August 17, 2023.

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Thacker Avenue Elementary School had an average monthly attendance of 89% during the 2022-2023 school year. That is well below the 95% district target goal. Students who miss school excessively are more likely to have deficiencies in their learning, especially in the early years, when they are building their foundational skills.

Students who miss more than 15 days of school are more likely to be retained. For that reason, our Positive Behavior Implementation and Support (PBIS) Team will focus on increasing student attendance, understanding that attendance in the early years is dependent on parent support and students experiencing a positive school climate where there is a safe environment, strong student and staff relationships, and supports for learning.

Measurable Outcome:

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

Average monthly attendance will meet the 95% district target.

Monitoring:

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

Schoolwide attendance will be monitored using the district monthly report shared with Principals (Rose Jackson).

Attendance will also be monitored by grade and by class on a monthly basis (PBIS Team).

Person responsible for monitoring outcome:

Margaret Martinez (margaret.martinez@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Foundational strategies are practices for the whole school that promote positive conditions for learning. When positive conditions are in place, students are more likely to attend and be engaged.

Tier 1 strategies encourage better attendance for all students and at preventing absenteeism before it affects achievement.

Tier 2 interventions remove barriers to attendance for students at greater risk of chronic absenteeism, such as those who missed 10% of the school year, the standard definition of chronic absenteeism. These students and families should receive personalized attention as part of the engagement strategy.

Tier 3 interventions provide intensive support to students missing the most school, often involving not just schools but other agencies such as health, housing and social services, and typically requiring case management customized to individual students' challenges. Students missing 20% or more of the school year benefit from the addition of this intensive level of support.

<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The PBIS Team will implement evidence-based strategies promoted by Attendance Works - their work is supported by research.

Romero, Mariajose and Young-Sun Lee from the National Center for Children in Poverty, Columbia University (2007) wrote a brief revealing a significant level of absenteeism in the early school years, especially among low-income children, and confirms its detrimental effects on school success by examining children from across various incomes and race/ethnicity groups in a nationally representative sample of children entering kindergarten.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Tier 1: Create a positive learning environment for students by creating excitement through an Enrichment Model offering CLUBS in 14 different days of the school year, when the school operates on a modified schedule.

Teachers will provide students with an opportunity to experience a skill or hobby teachers are passionate about and want to share.

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

By When: Teachers offer clubs for student selection by August 18, 2023. First CLUB is September 1, 2023.

PBIS Schoolwide attendance competition by grade and class. Attendance will be promoted among students and parents together with the expected reward for winning the competition. Students with a history of chronic absenteeism will be recognized for improvement in their attendance (Tier 2).

Person Responsible: Margaret Martinez (margaret.martinez@osceolaschools.net)

By When: First monthly PBIS meeting will be held on September 6, 2023.

Engage parents through social media campaign and Title I Parent and Family Engagement events and Title III Empowered Families Institute.

Person Responsible: Eugenia Rolando (eugenia.rolando@osceolaschools.net)

By When: On September 13, 2023, we will hold the first Title III Empowered Families Institute in the morning, and the first Title I meeting in the afternoon.

Identify students with Chronic absenteeism and contact parents (social worker, school counselors, school leadership team) to identify cause for absence and remove barriers.

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

By When: By September 15, students will be identified and assigned to a leadership member to contact parents.

Tier 1: Create a positive learning environment for students by creating excitement through an Enrichment Model offering CLUBS in 14 different days of the school year, when the school operates on a modified schedule.

Teachers will provide students with an opportunity to experience a skill or hobby teachers are passionate about and want to share.

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

By When: Teachers offer clubs for student selection by August 18, 2023. First CLUB is September 1, 2023.

PBIS Schoolwide attendance competition by grade and class. Attendance will be promoted among students and parents together with the expected reward for winning the competition. Students with a history of chronic absenteeism will be recognized for improvement in their attendance (Tier 2).

Person Responsible: Margaret Martinez (margaret.martinez@osceolaschools.net)

By When: First monthly PBIS meeting will be held on September 6, 2023.

Engage parents through social media campaign and Title I Parent and Family Engagement events and Title III Empowered Families Institute.

Person Responsible: Eugenia Rolando (eugenia.rolando@osceolaschools.net)

By When: On September 13, 2023, we will hold the first Title III Empowered Families Institute in the morning, and the first Title I meeting in the afternoon.

Identify students with Chronic absenteeism and contact parents (social worker, school counselors, school leadership team) to identify cause for absence and remove barriers.

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

By When: By September 15, students will be identified and assigned to a leadership member to contact parents.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Resources that support ATSI include the Reading Coach who will support teachers with researched vetted materials to support ELA instruction that is valid and reliable. Specifically working with teachers to ensure appropriate materials and instruction are selected to align with the needs on the student's IEP. Other positions funded through Title funds include the Math Coach that works to provide instructional guidance, professional development and resources to close the achievement gap for students with disabilities. Also, an interventionist is funded to provide targeted intervention based on needs for students in math and reading. Two paraprofessionals were hired to support students with academic and behavioral interventions, targeting our students with disabilities. The instructional material, Early Interventions to Reading, was purchased to support tier 3 and ESE students during reading intervention time. Professional Development was offered to staff, including staff that works with students with disabilities to enhance classroom environment and collaborative structures (Kagan training) during the Summer 2023. This content will continue to be revisited with the staff at staff PLC's on the last Wednesday of every month.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Grades K-2 will focus instructional practice as it relates to ELA through the use of Open Court and Benchmark (Tier 1), with intervention instructional practices using Benchmark Advance Intervention materials, Words their Way, FCRR Student Center Activities, and Early Interventions for Reading.

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

Grades 3-5 will focus instructional practices as it relates to ELA through the use of Benchmark Advance Intervention and Open Court (Tier 1), with intervention instructional practices using Benchmark Advance Intervention materials, Words their Way, FCRR Student Center Activities, and Corrective Reading.

Measurable Outcomes

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

- Each grade K -3, using the 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 Measurable Outcomes

Based on 2023 data, 60% of kindergarteners, 61% of first graders, and 61% of second graders were scoring below the 40th percentile on the STAR Early Literacy/Reading Assessment. By the end of the school year, 50% of our K-2 students will be proficient.

Grades 3-5 Measurable Outcomes

Based on 2023 data, 61% of third graders, 66% of fourth graders, and 68% of fifth graders were scoring below a level 3 on FAST ELA. By the end of the school year, 50% of our 3-5 students will be proficient.

Monitoring

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 impact student achievement outcomes.

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

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Dufault, Lindsey, lindsey.dufault@osceolaschools.net

Evidence-based Practices/Programs**Description:**

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. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

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

Studies show that engaging students in thinking using AVID strategies (Writing, Inquiry, Collaboration, Organization and Reading) directly effects student success (Maddock and Torres, 2021). Analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students (Ozan and Kincal,2018). Research also indicates the MTSS model and differentiating/scaffolding instruction and using FCRR Center Materials (Visible Learning Effect Size- phonics.70:strong, vocabulary.63: moderate, comprehension .55:moderate, direct instruction.60: moderate), Corrective Reading (ESSE evidence strong) Early Interventions in Reading (What Works Clearinghouse: potential positive effects), Words Their Way (Visible Learning phonics.70:strong, vocabulary.63), Open Court (What Works Clearinghouse: strong effects).

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Our District Resource Teacher, MTSS Coach and Literacy Coach will support teachers in best practices in scaffolding learning and quality Tier 1 instruction using vetted, approved curriculum to improve student each Thursday during PLCs.	Dufault, Lindsey, lindsey.dufault@osceolaschools.net
AVID strategies and the IB Learner Profile will be inclusive throughout whole group, small group, and one-on-one conferencing to meet the individual needs of all students during Thursday PLCs and monthly MTSS meetings.	Lugo, Kimberly, kimberly.lugo@osceolaschools.net
Training on strategies (tier 1, 2 and 3) producing a large effect size will be offered throughout the year to teachers. The training will occur during Thursday PLC meetings.	Dufault, Lindsey, lindsey.dufault@osceolaschools.net
Ongoing support for differentiating, scaffolding, and using best practices for ESE students in ELA with be offered throughout the year. Training will be embedded into weekly (Thursdays) PLCs using current curriculum unit plans.	Ziegler , Elizabeth, elizabeth.ziegler@osceolaschools.net
Ongoing support for differentiating, scaffolding, and using best practices for ELL students in ELA with be offered throughout the year. Training will be embedded into weekly (Thursdays) PLCs using current curriculum unit plans.	Garciamos, Eileen, eileen.garciamos@osceolaschools.net
Data from formative assessments (grade level created), third grade portfolio, School City and progress monitoring will be analyzed to determine next steps to continue academic growth during Thursday PLCs and monthly MTSS meetings.	Lugo, Kimberly, kimberly.lugo@osceolaschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

During the September 2023 SAC Meeting, Thacker Ave Elementary School will present and discuss the SIP with all stakeholders to gather feedback. The school will share flyers with students and post on the school website and social media at least seven days prior to the meeting in English and Spanish to announce and invite stakeholders to participate and provide input. In addition, the school will provide translation services in Spanish, as well as the translation of other meeting documents like the agenda. The SIP's progress will be monitored during the Dec 2023 SAC meeting by sharing data to evaluate the progress of the plan and effectiveness of the activities and determine if an amendment is needed.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Thacker Ave Elementary School plans to create a positive culture with parents, families, and stakeholders by providing several meetings throughout the school year for families to be involved in the development of the school's Parent and Family Engagement (PFEP) plan, PFEP summary/brochure, school-parent compact and use of PFEP funds for improved academic achievement. The PFEP documentation will be made available in both English and Spanish at the school as well as on the website. Notifications will be disbursed from the school through automated/reminder calls, flyers and invitations, SAC meetings, parent-teacher meetings, social media, and website. Building Capacity events will be held throughout the year inviting families to participate in learning activities specific to academic goals.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Thacker Ave Elementary School will continue to implement AVID (Advancement Via Individual Determination) across the campus K-5. AVID will continue to expand across the campus through the leadership of our AVID site team. Students will focus on Writing, Inquiry, Collaboration, Organization and Reading to support learning and lead to student success. AVID implementation will be monitored through classroom walkthroughs and monthly AVID site team meetings.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Thacker Ave Elementary School coordinates the development of the School Improvement Plan alongside several federal, state and local services, such as: Title 1, Part A for the implementation of supplemental education for disadvantaged students; Title II, part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation and support of students and families in transition; and Perkins Career and Technical Education for the implementation of postsecondary opportunities and experiences.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Thacker Ave Elementary School ensures that students skills are improved outside the academic subject areas by providing several strategies, such as: the integration of supplemental paraprofessional personnel to assist with high-needs intervention areas; the registration of teachers to attend Professional Development conferences in areas such as AVID and IB programs; the employment of tiered support systems for students that is provided by targeted MTSS strategies and personnel. The school also provides an additional school counselor and academic interventionist through the 21st Century grant funded program.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Thacker Ave Elementary School will have the opportunity to engage students in IB exhibition during the school year. Students will research community issues and develop a plan of solving these problems by taking action. This year long process is an in depth learning opportunity that will introduce students to several post secondary options. In addition, all students will be exposed to AVID (Advancement Via Individual Determination) for college and career readiness by preparing students to be successful in rigorous coursework and make plans for their future careers.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Thacker Ave Elementary has an MTSS Coach to systematically monitor data, track student's progress and create and implement cohesive interventions to increase student achievement. As part of the tiered model of interventions, teachers will participate in professional development to use AVID strategies to foster a positive culture and environment by cultivating and stimulating positive relationships, set personal and academic goals and foster individual student agency to increase student achievement and meet SIP goals.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Monthly professional learning will be offered to the staff on effective AVID strategies that can be implemented in all content areas. These strategies will be modeled by the lead team during Professional Learning Community time. Data will be collected through weekly walkthroughs by the lead team,

analyzed and further PD and modeling will be offered by the leadership team based on the needs indicated by walkthrough data.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our Voluntary Pre-Kindergarten (VPK) classes provide academic and social skills support to VPK students to prepare them for kindergarten and give students the real-world school environment they will experience throughout their academic careers. The STAR Early Literacy assessment is used to measure the literacy rates of our students and the state-required CLASS assessment to measure the fidelity of instruction in our VPK classrooms.