

School District of Osceola County, FL

Westside K 8 School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	27
VI. Title I Requirements	29
VII. Budget to Support Areas of Focus	0

Westside K 8 School

2551 WESTSIDE BLVD, Kissimmee, FL 34747

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.

Westside K8 School creates a student-centered learning environment in which students exhibit consistent academic and personal growth using problem solving strategies. Our school promotes a safe, caring and supportive environment that empowers students to self-advocate through motivation and determination to succeed academically and personally each academic year. We foster integrity, accountability, and responsibility. We encourage families and our community to partner in supporting academic and personal growth in all students.

Provide the school's vision statement.

Our community at Westside K-8 strives to develop motivated students who self-advocate using strategies to solve problems and who experience consistent academic growth with integrity and determination.

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
Azis, Kimberly	Reading Coach	Provides Intensive Reading and Language Art instruction daily, attend each PLC for middle school ELA, provide PD on new standards and curriculum, daily classroom walkthroughs, model lessons as needed, help teachers plan standards-based lessons, organize and distribute resources to teachers, analyze data monthly and report out to Stocktake meetings, plan and coordinate literacy nights for families, and provide Reading interventions to students as needed.
Badal, Monique	School Counselor	As Counselor and MTSS Coordinator, supports students academically and behaviorally, provides Professional Development on the MTSS process, conduct monthly MTSS meetings with teachers and problem-solving team, collaborate with instructional coach to identify academic resources for intervention and enrichment, provide individual or small group counseling, conduct concurrent and consent meetings in collaboration with the RCS and School Psychologist, update EduClimber so teachers can track student's attendance and data during interventions, support teachers during PLC, and collaborate on the Threat Assessment monthly meetings.
Coombes, Austin	School Counselor	Provide Individual Counseling and Group Counseling, conduct 504 and Gifted evaluations, organize middle school Student of the Month and Honor Roll, Warrior Store Coordination, provide Classroom Guidance, create student schedules, and Career planning.
Cowen, Amanda	Instructional Coach	District and state test coordination, Device management (1:1 initiative), Mentor, New staff onboarding, New Teacher Support, Instruction and curriculum support, PLC Lead, School City and NWEA platform management.
Escanellas Jordan, Mariedith	Dean	Manage SEL on campus by responding to disciplinary incidents, identifying and implementing appropriate behavior interventions, monitoring disciplinary data and school climate to inform decision-making, working with staff to improve consistency of approach and application of policies to students, ensuring and promoting school safety, and serves as a liaison between and among the principal, teachers, student body, and members of the community.
Confesor, Sarah	Assistant Principal	Assistant principal responsibilities for grades 6-8 and curriculum operations.
Melendez, Christine	School Counselor	Provide Individual Counseling and Group Counseling, conduct 504 and Gifted evaluations, organize middle school Student of the Month and Honor Roll, Warrior Store Coordination, provide Classroom Guidance, create student schedules, and Career planning.
Rodriguez, Noricely	Assistant Principal	Assistant principal responsibilities for grades 3-5 and curriculum operations.

Name	Position Title	Job Duties and Responsibilities
Sanford, Kevin	Dean	Manage SEL on campus by responding to disciplinary incidents, identifying and implementing appropriate behavior interventions, monitoring disciplinary data and school climate to inform decision-making, working with staff to improve consistency of approach and application of policies to students, ensuring and promoting school safety, and serves as a liaison between and among the principal, teachers, student body, and members of the community.
Santiago, Misha	Teacher, ESE	School LEA and scheduler for all IEP meetings, continuously check IEP dates to make sure they are scheduled within compliance, review all IEPs/ Matrix/Prior Written Notice before finalizing to ensure they are legally compliant, send home all documentation after meetings, train all ESE Teachers on compliance, writing IEPs, and effectively working with teachers and students in a classroom, work with General Education teachers to show them how to work with ESE students, and VE teachers using research-based strategies in the classroom, create systems/standards (ESE binder, IEP checklist, Accommodation Log, expectations) for all ESE in order to help them and their students be successful, work with the MTSS Specialist and School Psychologist to identify and gain consent for students who may be eligible for the ESE program, coordinate and plan with administration in order to hold all teacher accountable to their ESE students, monitor and report on ESE data during Stocktake, watch for glows and grows in areas of classroom teachers and VE teachers, inform all ESE teachers of the updated information coming from district and administration in weekly emails, and create the VE Teacher's daily schedule.
Bracco, Janine	Principal	Ensure school curriculum and operations aligns to the vision and mission of Westside. Provide clear goals for all stakeholders in achieving school improvement.
Wade, Jacqueline	Instructional Media	Organize and update Media Center, identify and provide Library Materials for teachers and students, textbook check-out, organize Picture Days and Book Fair, update Social Media, plan and organizer Morning Announcements, Laminating, assistant to State Testing, supervise student helpers (TAs), supports Battle of the Books, supervise Middle School Lunch and Morning Library.
Wilson, Vashti	School Counselor	Provide Individual Counseling and Group Counseling, conduct 504 and Gifted evaluations, organize middle school Student of the Month and Honor Roll, Warrior Store Coordination, provide Classroom Guidance, create student schedules, and Career planning.
VALLE REYES, ANGELICA	ELL Compliance Specialist	Ensure Compliance of school-wide English Language Learners Program.

Name	Position Title	Job Duties and Responsibilities
Smith, David	Instructional Coach	Provides Intensive Math instruction daily, attend each PLC for middle school Math, provide PD on new standards and curriculum, daily classroom walkthroughs, model lessons as needed, help teachers plan standards-based lessons, organize and distribute resources to teachers, analyze data monthly and report out to Stocktake meetings, plan and coordinate parent's nights for families, and provide Math interventions to students as needed.
WILSON, KIMBERLY	Instructional Coach	Provides Intensive Reading and Language Art instruction daily, attend each PLC for middle school ELA, provide PD on new standards and curriculum, daily classroom walkthroughs, model lessons as needed, help teachers plan standards-based lessons, organize and distribute resources to teachers, analyze data monthly and report out to Stocktake meetings, plan and coordinate literacy nights for families, and provide Reading interventions to students as 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.

The School Improvement Plan (SIP) will be presented to the stakeholders during leadership meetings and School Advisory Council (SAC) meetings. Teachers, school staff, families, and business partners will review the SIP and provide input to be updated during the SAC meeting(s) and via the Parent Survey. Parent feedback will be used to identify areas of opportunity within the school improvement plan and added into appropriate areas as needed.

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))

During the monthly Stocktake meeting, the leadership team will meet to monitor the implementation of the SIP. The leadership team will utilize common assessment data from EduClimber and SchoolClty, Classroom Walkthrough, STAR, Math FAST, ELA FAST and Science NWEA to data determine if the goals were met and the next steps to increase students' proficiency and close students' achievement gaps. If data demonstrate that the desired goal was not met, then the team will utilize the Classroom Walkthrough data and formative assessment data to identify the new area of need and provide support to instructional staff via PLC or professional development. Additional action steps will be taken if goals are not met. If goals are met, additional action steps will be added to increase our goals.

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)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) 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: B 2018-19: B 2017-18: B
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	10	17	16	18	13	15	0	0	0	89
One or more suspensions	0	5	2	9	4	7	12	17	19	75
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	44	37	42	45	68	73	309
Level 1 on statewide Math assessment	0	0	0	5	33	44	63	50	37	232
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	99	101	34	0	0	0	0	0	0	234

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	5	2	9	15	12	17	19	0	79

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	8	7	0	5	0	0	0	0	0	20
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	54	45	50	53	38	53	22	39	38	392
One or more suspensions	2	1	0	0	0	3	2	5	3	16
Course failure in ELA	0	0	0	0	0	0	0	2	1	3
Course failure in Math	0	0	0	0	0	0	0	1	1	2
Level 1 on statewide ELA assessment	0	0	0	17	48	67	67	53	69	321
Level 1 on statewide Math assessment	0	0	0	14	61	82	74	72	67	370
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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	2	0	0	6	14	31	11	24	24	112

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	9	4	17	0	1	0	0	1	39
Students retained two or more times	0	0	0	1	0	0	0	1	0	2

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	54	45	50	53	38	53	22	39	38	392
One or more suspensions	2	1	0	0	0	3	2	5	3	16
Course failure in ELA	0	0	0	0	0	0	0	2	1	3
Course failure in Math	0	0	0	0	0	0	0	1	1	2
Level 1 on statewide ELA assessment	0	0	0	17	48	67	67	53	69	321
Level 1 on statewide Math assessment	0	0	0	14	61	82	74	72	67	370
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

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	2	0	0	6	14	31	11	24	24	112

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	9	4	17	0	1	0	0	1	39
Students retained two or more times	0	0	0	1	0	0	0	1	0	2

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*	42	48	53	41	50	55	43		
ELA Learning Gains				52			57		
ELA Lowest 25th Percentile				46			52		
Math Achievement*	43	47	55	35	42	42	39		
Math Learning Gains				49			44		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				44			53		
Science Achievement*	41	46	52	42	45	54	49		
Social Studies Achievement*	75	67	68	69	53	59	72		
Middle School Acceleration	76	75	70	76	45	51	67		
Graduation Rate		77	74		46	50			
College and Career Acceleration		59	53		67	70			
ELP Progress	59	53	55	60	73	70	64		

* 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)	TSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	514
Total Components for the Federal Index	10
Percent Tested	98

2021-22 ESSA Federal Index	
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	26	Yes	4	4
ELL	51			
AMI				
ASN				
BLK	49			
HSP	52			
MUL	56			
PAC				
WHT	59			
FRL	49			

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	31	Yes	3	3
ELL	49			
AMI				
ASN	72			
BLK	43			
HSP	50			
MUL	68			
PAC				
WHT	55			
FRL	49			

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	42			43			41	75	76			59
SWD	15			24			17	47			6	28
ELL	36			43			33	74	86		7	59
AMI												
ASN												
BLK	44			34			38	71			5	
HSP	39			41			37	72	81		7	59
MUL	64			50			53				3	
PAC												
WHT	44			53			48	84	72		7	59
FRL	38			36			39	68	71		7	56

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	41	52	46	35	49	44	42	69	76			60
SWD	14	33	33	20	37	36	18	36				53
ELL	34	51	51	31	46	36	38	69	69			60
AMI												
ASN	70	73										
BLK	32	53	40	31	53	45	30	56				
HSP	39	51	47	32	47	40	38	71	76			59
MUL	60	75		55	78		71					
PAC												
WHT	46	50	32	45	48	52	52	70	77			75
FRL	36	48	44	30	47	46	39	61	80			56

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	43	57	52	39	44	53	49	72	67			64
SWD	21	34	35	23	55	67	24	45				39
ELL	35	58	55	34	47	57	38	64	54			64
AMI												
ASN	57			71								
BLK	41	63		33	35		50	71				
HSP	38	56	52	34	45	52	42	68	59			66
MUL	61	47		44	22		83					
PAC												
WHT	55	58	50	52	47	62	60	80	76			50
FRL	40	54	47	36	39	45	47	69	60			58

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	35%	44%	-9%	54%	-19%
07	2023 - Spring	39%	39%	0%	47%	-8%
08	2023 - Spring	32%	40%	-8%	47%	-15%
04	2023 - Spring	43%	49%	-6%	58%	-15%
06	2023 - Spring	37%	39%	-2%	47%	-10%
03	2023 - Spring	38%	44%	-6%	50%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	40%	40%	0%	54%	-14%
07	2023 - Spring	44%	39%	5%	48%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	49%	-7%	59%	-17%
04	2023 - Spring	47%	48%	-1%	61%	-14%
08	2023 - Spring	45%	48%	-3%	55%	-10%
05	2023 - Spring	14%	41%	-27%	55%	-41%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	33%	35%	-2%	44%	-11%
05	2023 - Spring	30%	40%	-10%	51%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	40%	37%	50%	27%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	36%	54%	48%	42%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	63%	5%	66%	2%

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.

Based on the 3-8 FAST Math assessment PM3 data, the 5th grade had the lowest performance at 14% proficiency. FAST Math assessment PM1 and PM2 demonstrated underperformance in comparison to 3rd, 4th, 6th, 7th, and 8th grade Math assessment proficiency data.

The Math Coach was in a middle-school Math classroom covering a vacancy during the first quarter. The Math coach resigned at the end of Quarter 1, affecting 5th-grade teachers' planning during Quarter 2. A halftime Math coach supports the 5th-grade teachers during the second semester. All of the 5th-grade Math teachers were new to the school or the 5th-grade team. Classroom walkthrough data shows a lack of standard-based task alignment. Math instruction pacing was behind schedule.

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

Based on the 3-8 FAST Math Assessment PM3 data, the 5th grade Math data had the greatest decline from the prior year. 5th grade proficiency decreased 36% from 40% to 14%.

The Math Coach was in a middle-school Math classroom covering a vacancy during the first quarter. The Math coach resigned at the end of Quarter 1, affecting 5th-grade teachers' planning during Quarter 2. A halftime Math coach supports the 5th-grade teachers during the second semester. All of the 5th-grade Math teachers were new to the school or the 5th-grade team. Classroom walkthrough data shows a lack of standard-based task alignment. The students that scored levels 4-5 were placed in the accelerated Math course.

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.

Based on the 3-8 FAST Math Assessment PM3 data, Math had the greatest gap compared to the state average. The state average was 49%, while the school average was 32% proficiency for a difference of 17%.

Also, based on the 5th and 8th grade FCAT 2.0 Statewide Science, the 5th and 8th grades had the greatest gap compared to the state average. The state average was 49%, while the school average was 32% for a difference of 17%.

The Math Coach was in a middle-school Math classroom covering a vacancy during the first quarter. The Math coach resigned at the end of Quarter 1, affecting 5th-grade teachers' planning during Quarter 2. A halftime Math coach supports the 5th-grade teachers during the second semester. All of the 5th-grade Math teachers were new to the school or the 5th-grade team. Classroom walkthrough data shows a lack of standard-based task alignment. The 5th grade Math and Science PLC Lead as well as the Math and Science teachers were new to the grade level or the school. Also, based on the classroom walkthrough, the Science resources used during instruction were not always aligned to the grade-level standard.

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

Based on the FAST Math assessment PM3 data, the 7th grade Math data had the most improvement from the prior year. The proficiency data increased from 32% to 44%.

At the beginning of the school year, the Math coach covered a vacancy and supported the teachers during PLC. The halftime Math coach hired during the second semester provided instruction and supported the teachers. Also, the Math Coach provided resources to be utilized during Math interventions. The 7th grade team was an experienced team and the teachers had the content knowledge and strategies to support the students.

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

Student's school daily attendance is a concern. Based on the early warning report, about 392 of the students were absent 10% of the school year or more.

During the 2022-2023 school year, about 38% of the teachers had 0-2 years of experience.

The PBIS and Mentor program will help identify areas of needs and problem-solve to increase students' achievement. The Mentors will share the classroom walkthrough data, such as student's engagement, with leadership.

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

Based on the PM3 data, the following areas/systems need the most attention at Westside K8 School during the 2023-2024 school year for school improvement:

1. Standard-Task alignment
2. Differentiated instruction
3. Coaching

On-going leadership meetings, Monthly Stocktake, monthly MTSS meetings, monitoring grade-level or subject areas PLC, classroom walkthroughs, and feedback will provide evidence of implementation and impact.

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 Benchmark-aligned Instruction

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.

Based on ELA FAST, Math FAST, and NGSSS Science, the students scored proficiency scores are below district and state averages. 37% of the students in 3-8 grade scored at or above grade level proficiency in ELA FAST, 39% of the students in 3-8 grade scored at or above grade level proficiency in Math FAST, and 32% of the students in 5th and 8th grade scored at or above grade level.

Standard-based grading showed higher proficiency levels, than the standardized assessment scores completed at the end of the school year.

Based on classroom walk-throughs using iObservation FTEM elements as a resource, there is a deficit in rigorous and standard-task alignment observed.

Benchmark -aligned instruction, in the area of focus Instructional Practice, will support Tier 1 instruction by helping teachers understand the grade-level standard, align learning tasks, and monitor student's performance to provide feedback and increase levels of proficiency.

Measurable Outcome:

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

By the end of the school year 2023-2024, 51% of the students in grades 3-8 will show proficiency in ELA FAST, Math FAST, and Science End of the year Course.

SWDs will raise to 41% overall proficiency.

When comparing student's data from ELA FAST, Math FAST, and Science NWEA PM1 and PM2 administer during the 2023-2024 school year, 43% of the students will show proficiency in all subject areas. 41% of the SWDs will show proficiency in all subject areas.

By the end of the third quarter, 47% of the students will show proficiency on the 3-8 STAR Assessment and Science NWEA.

By November 2023, 80% of the classroom teachers will plan and provide students with tasks aligned to state standards and benchmarks as evidenced in lesson plans and classroom's walkthroughs.

Monitoring:

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

Students' proficiency in ELA FAST, Math FAST, STAR, and Science NWEA from PM1 to PM2 will increase, as well as comparing the data with district and state growth. STAR PM 1 to PM 2 will be monitored for student growth.

Teachers and academic coaches will analyze students' common formative assessments to determine needs and interventions.

3rd Grade Portfolio tracker- teachers and literacy coach will use a data tracker to monitor progress toward 3rd grade benchmarks from August 2023 through May 2024.

The Leadership team will collect and analyze Classroom walk-through data weekly, with a focus on benchmark and/or target alignment to student task and differentiated learning opportunities to support all learners, including students included in SWD subgroup data. Academic coaches and administration will attend grade-level and subject-area PLC and cooperative planning to monitor benchmark-task alignment.

Person responsible for monitoring outcome:

Noricely Rodriguez (noricely.rodriguez@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.)

During Professional Learning Communities and cooperative planning, instructional staff read, discuss, share, and apply key ideas and strategies as they align tasks to the grade-level standards to help students be successful. Instructional staff identifies and teaches content academic vocabulary to increase students' levels of achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research demonstrates that intentionally planning activities to build children's vocabulary and language skills and providing intentional instruction to build children's understanding of mathematical ideas and skills helps students increase their levels of proficiency. (What Works Clearinghouse)

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.

The leadership team will come to consensus as on what target/task alignment is, what should be placed on the board, and what does and does not constitute alignment

Person Responsible: Janine Bracco (janine.bracco@osceolaschools.net)

By When: October 15th

Develop a walk-through tool that reflects the different levels of teacher proficiency in target/task alignment and shows information that will lead to actionable steps for resource and mentoring staff - October 15th

Person Responsible: Sarah Confesor (sarah.confesor@osceolaschools.net)

By When: October 15th

Based on walkthrough data, instructional coaches and administration will suggest specific PD for teachers on 9/22 PD Day

Person Responsible: Noricely Rodriguez (noricely.rodriguez@osceolaschools.net)

By When: September 15th

Instructional Coaches and Resource team pushing into PLCs to support task/target alignment during lesson planning.

Person Responsible: Noricely Rodriguez (noricely.rodriguez@osceolaschools.net)

By When: End of first Quarter

The RCS will discuss ESE students' accommodations provided during Tier 1 instruction with the VE and general education teachers during the annual review meetings and PLC meetings.

Person Responsible: Misha Santiago (misha.santiago@osceolaschools.net)

By When: November 9th

Instructional coaches will identify model classrooms at all levels and content areas for target/task alignment.

Person Responsible: Noricely Rodriguez (noricely.rodriguez@osceolaschools.net)

By When: November 1st

Based on walkthrough data, engage teachers in Instructional rounds to see model classrooms

Person Responsible: Amanda Cowen (amanda.cowen@osceolaschools.net)

By When: November 17th

Provide Half day planning sessions for teams/grade-levels to focus on target/task alignment and differentiation.

Person Responsible: Noricely Rodriguez (noricely.rodriguez@osceolaschools.net)

By When: November 17th

Based on walkthrough data, instructional coaches will offer Lunch and Learn or Snack-with-Coaches monthly options for teachers.

Person Responsible: Janine Bracco (janine.bracco@osceolaschools.net)

By When: February 15th

Elementary Reading Coach will offer Open Court Professional Development to K-2 new teachers and teachers in grades 3-5.

Person Responsible: KIMBERLY WILSON (kimberly.wilson2@osceolaschools.net)

By When: November 15th

Elementary Reading Coach will offer Lexia Professional Development to teachers in K-5.

Person Responsible: KIMBERLY WILSON (kimberly.wilson2@osceolaschools.net)

By When: November 15th

Middle School Reading Coach will offer/coordinate Achieve 3000 Professional Development.

Person Responsible: Kimberly Azis (kimberly.azis@osceolaschools.net)

By When: October 16th

PLC Facilitator will train PLC Leads on aligning tasks to standards, how to facilitate those conversations with teams, questions to ask, setting up agendas for meetings.

Person Responsible: Amanda Cowen (amanda.cowen@osceolaschools.net)

By When: November 15th

PLC Facilitator will support Leads as they intentionally include self-contained BEST classes and VE teachers in the ongoing cycle of PLC work including team planning, gathering materials/copies for instruction, and content-related communication.

Person Responsible: Amanda Cowen (amanda.cowen@osceolaschools.net)

By When: End of first Semester

#2. Instructional Practice specifically relating to Differentiation

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.

The inconsistency in differentiated instruction during Tier 1 and Multi-Tiered Systems of Support (MTSS)/PRIDE time, identifying and implementing the accurate resources to support the students based on needs to be refined. During cooperative planning, teachers must analyze students' common formative assessments to identify small group interventions and MTSS support.

Measurable Outcome:

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

Students' PM1 and PM2 formative assessments will show at least 7% growth in students' proficiency. Students' progress monitoring data administered during MTSS will show growth. Also, the number of students receiving Tier 3 support will decrease at least by 50%.

By December of 2023, 80% of the teachers will be implementing differentiated instruction during Tier 1 and MTSS with the appropriate grade-level resources and skills as measured by the Walkthrough data and lesson plans.

Monitoring:

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

The implementation of differentiated instruction during Tier 1 and MTSS will be monitored during the classroom walkthrough with the NEST tool or Westside Classroom walkthrough tool. MTSS small groups and progress monitoring will be used to monitor students' growth.

Person responsible for monitoring outcome:

Monique Badal (monique.badal@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.)

Data will be analyzed to group students based on needs. The small group's instruction implementation and resources will be monitored during the walkthrough with the NEST Tool or Westside Classroom Walkthrough tool. Students' responses to the intervention will determine the intervention's effectiveness. Teachers will be trained on data analysis and resources.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research demonstrates that Response to Intervention (RtI) and Multi-Tier Intervention help close achievement gaps. (What Works Clearinhouse)

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.

The MTSS Coach/Counselor will conduct monthly MTSS meeting to analyze data and adjust student's intervention groups and resources.

Person Responsible: Monique Badal (monique.badal@osceolaschools.net)

By When: March 2024

Academic Coaches will support teachers during PLC and cooperative planning as they analyze common formative assessment data to create small group instruction during tier 1.

Person Responsible: KIMBERLY WILSON (kimberly.wilson2@osceolaschools.net)

By When: February 15th

The MTSS Coach will provide EduClimber Professional Development to instructional and support staff to take attendance and track student's progress monitoring data.

Person Responsible: Monique Badal (monique.badal@osceolaschools.net)

By When: October 12th

The RCS will analyze the ESE students' progress monitoring data with the VE teachers and review the students PRIDE groups.

Person Responsible: Misha Santiago (misha.santiago@osceolaschools.net)

By When: November 15th

The ESOL Compliance Specialist will provide Professional Development targeting ELL classroom support and accommodations strategies.

Person Responsible: ANGELICA VALLE REYES (angelica.vallereyes@osceolaschools.net)

By When: November 15th

Algebra and Geometry Strategic grouping for differentiated practice based on ALEKS data.

Person Responsible: David Smith (david.smith3@osceolaschools.net)

By When: September 22nd

The Literacy Coach will provide Open Court Skill Builder professional development.

Person Responsible: KIMBERLY WILSON (kimberly.wilson2@osceolaschools.net)

By When: November 15th

The Literacy Coach will provide Benchmark Advance professional development.

Person Responsible: KIMBERLY WILSON (kimberly.wilson2@osceolaschools.net)

By When: November 15th

MTSS coach, instructional coaches, and administrators will organize problem-solving team sessions to analyze progress monitoring data for academic performance, proficiency, and growth. Time will be used to determine next action steps for classroom instruction and intervention grouping. Sessions will occur on an ongoing basis every six weeks.

Person Responsible: Monique Badal (monique.badal@osceolaschools.net)

By When: April 2024

#3. 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.

Based on 2022-2023, 90% of the students received between 0-1 discipline referrals, 8% of the students received between 2-5 discipline referrals, and 2% of the students received 6 or more discipline referrals. A total of 385 discipline referrals were processed. A total of 280 days of in-school suspension and 263 days of out-of-school suspension were given as a consequence.

Measurable Outcome:

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

By Spring 2024, we will reduce the number of students with 2 or more referrals from 10% of the population to 8%.

Since the total number of In-School and Out-Of-School Suspension average to 648, the number of ISS and OSS combine by quarter will be less than 100 for Q1, 200 for Q2, 300 for Q3, and 450 for Q4.

Monitoring:

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

PBIS- monthly meetings will begin with analysis of referral data by grade level and discipline codes for each month.

Reviewing early warning systems quarterly with deans, counselors, and administrators.

Panorama data- leadership team will review beginning of the year data to set goals.

Person responsible for monitoring outcome:

Austin Coombes (austin.coombes@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.)

Character lesson provide students with core character values to increase positive behavior and self-regulation. AVID strategies, KAGAN structures, small group Life Skills Lesson, 1-1 lessons, PBIS, and weekly check-ins will provide students with Life strategies to interact with each other, problem-solve, and make decisions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on research, "lessons in character" have a positive impact on student's behavior and academic achievement. (What Works Clearinghouse)

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 3 - Promising 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.

Deans and counselors will analyze office referral's data monthly to determine Tier 2 and Tier 3 interventions.

Person Responsible: Kevin Sanford (kevin.sanford@osceolaschools.net)

By When: Monthly review of data third week of month prior to stocktake meeting. Incremental goals are set for Quarters 1, 2, 3, and 4.

Analyze the Panorama survey, teachers' input forms, and threat assessment to determine students' interventions and support.

Person Responsible: Vashti Wilson (vashti.wilson@osceolaschools.net)

By When: October 16th

Counselor will provide weekly lessons to the Character Ed teacher.

Person Responsible: Vashti Wilson (vashti.wilson@osceolaschools.net)

By When: March 2024

The Varying Exceptionality (VE) teachers and teachers in the self-contained classrooms for students with exceptionalities will plan and provide weekly Social Skills lessons.

Person Responsible: Misha Santiago (misha.santiago@osceolaschools.net)

By When: March 2024

Counselor will plan and provide Character Strong small group lessons for grades 6-8

Person Responsible: Austin Coombes (austin.coombes@osceolaschools.net)

By When: March 2024

Deans and counselor provide mediation group support.

Person Responsible: Mariedith Escanellas Jordan (mariedith.escanellasjordan@osceolaschools.net)

By When: April 2024

Deans and Data Clerk monitor students tardies. Elementary tardies by day and middle school tardies by periods.

Person Responsible: Mariedith Escanellas Jordan (mariedith.escanellasjordan@osceolaschools.net)

By When: End of each quarter

Deans conduct classroom walkthrough to monitor classroom management and provide support.

Person Responsible: Kevin Sanford (kevin.sanford@osceolaschools.net)

By When: November 15th

Counselors will monitor the implementation of the Zello lessons as they are completed based on CUPs.

Person Responsible: Christine Melendez (christine.melendez@osceolaschools.net)

By When: November 15th

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).

The School Improvement Plan and funds will be reviewed during the SAC meeting with stakeholders. The school leadership team will ensure that resources based on needs are assigned to support students.

The Reading Coach will identify MTSS resources to support all students including the SWDs. The Title I Paraprofessionals will provide Tier 2 MTSS support during PRIDE. The Title I Paraprofessionals will provide small group instruction.

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

Based on ELA STAR assessment administered at the end of the 2022-2023 school year, about 47% of the students in grades K-2 scored on the 40th percentile or above.

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

Based on ELA FAST assessment administered at the end of the 2022-2023 school year, an average of 39% of the students performed at or above grade-level expectations, level 3-5.

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

By the end of the 2023-2024 school year, 51% of students in grades K-2 will score on the 40th percentile on the ELA STAR assessment.

Grades 3-5 Measurable Outcomes

By the end of the 2023-2024 school year, 51% of students will score Level 3 or above on ELA FAST PM3 assessment.

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.

Formative Assessments administered in School City, Lexia, Achieve 3000, Dreambox, Aleks, and MTSS Progress Monitoring data will be utilized to monitor students' academic performance.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

WILSON, KIMBERLY, kimberly.wilson2@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?

Reading Differentiated instruction through MTSS will be provided to the students during the school day. The MTSS problem-solving team will meet monthly to analyze students' STAR Early Literacy assessment, STAR Reading assessment, and ELA FAST to determine students' areas of needs, interventions, and resources. The students will receive phonics, fluency, vocabulary, or comprehension interventions. We will utilize the District MTSS Decision Tree to identify resources-based resources to provide interventions. Reading Endorse teachers will provide Tier 3 intervention. SWDs will be group based on needs.

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?

During interventions, students receive support above and beyond what is provided during Tier 1 instruction. Specific practices, programs, and services are provided to help students be successful academically.

Buffum A., Mattos M., and Malone J. (2018) Taking Action: A Handbook for RTI at Work. Solution Tree Press.

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 Coach, MTSS, and administration will conduct MTSS Problem-Solving meetings with teachers to analyze students' STAR Early Literacy data, STAR Reading data, and ELA FAST data to identify students' needs, create groups, and resources.	Badal, Monique, monique.badal@osceolaschools.net
The Literacy Coach will provide Tier 2 and Tier 3 resources professional development, such as Benchmark Advance and Lexia Skill Builders.	WILSON, KIMBERLY, kimberly.wilson2@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.

In order to inform our parents of our annual Title I meetings, we first create an agenda and a PowerPoint to outline the content that we are sharing. Then, we create a flyer that we send home in English and in Spanish to make parents aware of two different meeting times (one in the morning and the other in the evening) so that the opportunity for more participation is given. We also advertise in newsletters, school marquees, social media, REMIND text, and messaging systems. The progress of the SIP will be discussed with the stakeholders during the SAC meetings.

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))

At the beginning of the school year, Open House allows parents to visit the school and view its resources. Welcome Back Packets are provided to all students that include a Title I booklet, District LEA Parent & Family Engagement Plan Summary, and School Parent & Family Engagement Plan Summary. Every new student who is enrolled throughout the year is provided a copy of the packet upon registration. In addition, a Title I menu to access links to Title I is available through the school's website. Also, based on parent surveys and feedback from parents at SAC/PTSO meetings, our school has developed a plan to build capacity within our parents so that they are successful in helping their children learn at home.

From this feedback, we will coordinate Parent-Teacher Conference Nights, where parents meet with their child's teacher(s) to discuss their academic progress. We also coordinate a STEM Night, where parents can engage in hands-on activities and learn with their children about career opportunities in the STEM field. Lastly, we will have a Literacy Night, where parents can engage in meaningful literacy activities with their children.

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)

Various steps have been taken into consideration to strengthen the academic programs. For instance, a master schedule with cooperative planning time and common ELA and Math PRIDE time was developed. Administration and academic coaches will attend grade-level and subject areas PLC and cooperative planning. Professional development on vocabulary-building strategies to engage ESOL students, benchmark task-alignment, and MTSS resources will be provided to teachers.

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))

The School Improvement Plan supports Federal, State, and local services, resources, and programs. During IEP meetings, the parents will be provided with information about resources available to support students, IDEA(ESE). During parent's nights and events, the ESOL Department will provide parents with literature and resources to support students' language acquisition, Title III. The Families in Transition will be provided with health and social services support and taxis to complete students' registration and parent conferences, Title IX. The professional development activities are facilitated and monitored by the resource teacher and District Professional development department in relation to parent involvement, Title II. The Student Support and Academic Enrichment (SSAE) program helps schools provide a well-rounded education, improve safe & and healthy school conditions for student learning, and improve the use of technology, Title IV.

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))

A positive and safe classroom and school learning environment supports students' learning. Panorama survey, discipline referrals, Threat Assessments, and parent and teacher input will be utilized to create Life Skills counseling groups. During the whole group, small groups, or 1-1 lessons, the students will be provided with character strategies to self-regulate. The school's counselors, threat assessment team, deans, social workers, and behavior specialists meet monthly to monitor students' services and data.

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))

The students in upper elementary levels have the opportunity to join the Math accelerated program based on the PM3 Math FAST assessment data. At the middle school level, the students continue on the accelerated courses, such as Math and Science. Middle school students are able to complete high school credits, such as Algebra, Geometry, Spanish, and Biology. In addition, the CTE programs provide the students the opportunity to learn about career and technical programs.

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).

The school MTSS program utilizes data to identify patterns and areas of concern. During MTSS meetings, the problem-solving team analyzes students' discipline referrals, Threat Assessment data, student attendance, and common formative assessments. Based on data, Tier 2 or Tier 3 support is provided to the students to help them be successful. The Tier 2 and Tier 3 data are analyzed to determine if a psychoeducational evaluation is needed to determine the student's eligibility and provide additional academic and/or behavioral support.

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))

Content Area resources and strategies on benchmark task alignment professional development will be provided to instructional staff by instructional coaches. Teachers and professional support staff will receive professional development on the resources utilized during Tier 2 and Tier 3 interventions and Tier 1 acceleration. The school onboarding program and the mentor program will provide support staff and teachers with 0-2 of experience support. Teachers and staff will learn about school-wide procedures and protocol, as well as primary responders. A coaching cycle will be implemented to support struggling teachers in improving an area of need. Peer observation will be implemented during the coaching cycle.

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))

A schedule will be implemented in the preschool classrooms to provide academic and social skills instruction. The daily routine will help the students feel secure. During the daily tasks and activities, the students in pre-k will learn how to be independent and advocate for themselves if they need support.