Boggy Creek Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Boggy Creek Elementary School

810 FLORIDA PKWY, Kissimmee, FL 34743

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.

Boggy Creek Elementary will create a culture that fosters positive relationships, learning and promotes college and career readiness.

Provide the school's vision statement.

Boggy Creek Elementary will build a solid academic and social/emotional foundation for every child to achieve their highest potential in a global society.

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
Tavarez-De La Fuentes, Yara	Principal	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.
Crawford, Melanie	Assistant Principal	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.
Agosto-Walker, Meraris	Reading Coach	To work with all staff to ensure a literature-rich culture for all students. The literacy coach will provide instructional support driven by data to ensure high-fidelity implementation of research-based reading programs. The coach will provide guidance on effective reading instruction by conducting lessons, modeling best practices, providing peer coaching, facilitating professional development, and sharing instructional feedback.
Velez, Tamara	Math Coach	Provide instructional support and coaching to all staff as they work to ensure that each student is able to reach their academic potential. Support best practices in the classroom through the use of data, collaborative planning, co?teaching, modeling, and providing professional development as needed. Analyze school-wide trends in data and instruction to make reccomendations about potential next steps to address areas of need.
Mercado, Simone	Instructional Coach	Will monitor the MTSS process ensure students who are not achieving success in Tier 1 will have the supports necessary to succeed. Identify students who are not progressing and create a plan with the MTSS team to put in place for the student to be successful.
Ortiz, Barbara	Instructional Media	As Media Specialist support all content areas with literacy incentives. Support social-emotional initiatives providing opportunities for students to chose books based on their interest,
Santos, Jazmin	Instructional Coach	Mentor first-year new teachers in teaching and learning with a focus on Standards-based instruction, AVID strategies, and data analysis to progress monitor student growth.
Montes, Sabrina	Instructional Coach	Mentor first-year new teachers in teaching and learning with a focus on Standards-based instruction, AVID strategies, and data analysis to progress monitor student growth.

Name	Position Title	Job Duties and Responsibilities
Sotela, Karoll	ELL Compliance Specialist	Will work with students and teachers to utilize ELL strategies to meet the needs of our students and help with achieving learning gains. Students will each receive four glossaries; one for the following subjects: ELA, Math, Social Studies, and Science. Monitor ELL subgroup data.
Hughes, Jessica	Instructional Coach	Will work with students and teachers to utilize ESE strategies to meet the needs of students and help with achieving learning gains.
Sanchez, Nilsa	School Counselor	Will lead social-emotional learning for students to ensure holistic development. Lead Positive Behavior Supports as a Tier 1 Behavior System. Support our staff with the implementation of the Zones of Regulation program. Use the student Panorama Data to create support groiups.

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.

During monthly Stocktake meetings, the leadership team rotates through each focus goal and reviews data collected to identify areas of strengths and needs to best monitor instruction and where next steps are created to follow up on the work needed. Data is collected from grade levels as they analyze results in their weekly professional learning team sessions. It is expected that teachers and lead teams join in dialogue in order to adjust instruction based on assessment results. Monthly SAC meetings focus on an identified SIP goal that is discussed with parents. Our parent liaison attends all meetings to assist with translations and to help empower parents on how they can assist their children in increasing their personal goals.

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 SIP will be regularly monitored for effective implementation and impact by strategically assigning set lead team members to monitor, own, and report on specific grade levels and subgroups. The system of owning specific data from unit assessments, and checking for understandings such as CK1 and CK2 as needed will be a rotating process based on grade-specific units of instruction. Data chats during PLTs will be focused on adjusting small group instruction as needed by what the data tells us. Demographic detailed data will be identified by EES for LY students and RCs will identify the performance of ESE students. During MTSS meetings groups of student will be shifted to meet their current needs for both interventions and acceleration. The FCIM process will keep us focused and targeted to close the achievement gaps of our students and best meet the target tracker-provided 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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
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: B 2018-19: B 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	22	23	22	18	12	0	0	0	97
One or more suspensions	0	1	2	4	0	4	0	0	0	11
Course failure in English Language Arts (ELA)	0	0	0	21	11	16	0	0	0	48
Course failure in Math	0	0	0	4	6	7	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	6	40	24	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	6	33	32	0	0	0	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	16	0	0	12	0	0	0	0	0	28

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	2	13	35	31	0	0	0	82

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	0	0	6	0	0	0	0	0	6
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	12	34	20	30	26	24	0	0	0	146
One or more suspensions	1	3	1	1	2	5	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	4	25	45	0	0	0	74
Level 1 on statewide Math assessment	0	0	0	4	34	44	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	19	30	34	32	31	17	0	0	0	163

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	2	0	2	16	19	0	0	0	39

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	2
Students retained two or more times	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	12	34	20	30	26	24	0	0	0	146
One or more suspensions	1	3	1	1	2	5	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	4	25	45	0	0	0	74
Level 1 on statewide Math assessment	0	0	0	4	34	44	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	19	30	34	32	31	17	0	0	0	163

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	2	0	2	16	19	0	0	0	39

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	2
Students retained two or more times	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*	37	44	53	49	48	56	48		
ELA Learning Gains				57			66		
ELA Lowest 25th Percentile				41			59		
Math Achievement*	35	46	59	41	44	50	36		
Math Learning Gains				51			31		
Math Lowest 25th Percentile				25			22		
Science Achievement*	28	43	54	42	46	59	32		
Social Studies Achievement*					55	64			
Middle School Acceleration					42	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	46	59	59	64			58		

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	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	186
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46

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	370
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	10	Yes	2	2
ELL	31	Yes	1	1
AMI				
ASN				
BLK	35	Yes	1	
HSP	37	Yes	1	
MUL				
PAC				
WHT	40	Yes	1	
FRL	36	Yes	1	

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	29	Yes	1	1
ELL	42			
AMI				
ASN				
BLK	48			
HSP	45			

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	60			
FRL	45			

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	37			35			28					46
SWD	4			8			0				5	26
ELL	29			23			24				5	46
AMI												
ASN												
BLK	38			27							3	40
HSP	36			36			30				5	47
MUL												
PAC												
WHT	40			30							3	
FRL	35			33			26				5	44

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	49	57	41	41	51	25	42					64
SWD	23	43	39	20	20	10	18					57
ELL	38	52	45	36	47	20	30					64
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	40	60		40	50							
HSP	49	55	40	41	49	24	42					63
MUL												
PAC												
WHT	54	75		42	67							
FRL	46	56	42	34	46	32	38					62

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	48	66	59	36	31	22	32					58
SWD	24	56		22	38	30	21					40
ELL	42	67	46	31	30	13	26					58
AMI												
ASN												
BLK	39	73		22	27		27					
HSP	48	68	56	38	32	17	32					56
MUL												
PAC												
WHT	63			33								
FRL	45	68	65	32	30	20	32					56

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	28%	44%	-16%	54%	-26%
04	2023 - Spring	43%	49%	-6%	58%	-15%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	33%	44%	-11%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	34%	49%	-15%	59%	-25%
04	2023 - Spring	38%	48%	-10%	61%	-23%
05	2023 - Spring	37%	41%	-4%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	26%	40%	-14%	51%	-25%

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.

The data component that showed the lowest performance was Grade 5 ELA Spring 2023 FAST PM 3 at 31% proficiency. Some contributing factors to there was a lack of consistent planning and new curriculum knowledge in the area of ELA. Lack of reading endorsed teachers to lower the number of tier 3 students serviced in small groups. There was also a lack of purposeful and intentional small-group instruction. FAST data demonstrates that 50% of Grade 5 students performed the lowest on the Reading Across Genres and Vocabulary. Grade 5 students demonstrated 4% growth in proficiency from ELA Fall 2022 FAST PM1 to Spring 2023 FAST PM3 in comparison to Grade 4 students who demonstrated 25% growth in proficiency from ELA FAST PM1 to PM3. According to FAST BEST ELA PM3 data, 10% of the grade 5 student subgroup student disability (SWD) scored at proficiency level or higher. There is a need for a cycle of professional learning to maintain best instructional practices.

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

The greatest decline demonstrated from the prior year was 2022-2023 Grade 5 Science FSSA at 25% proficiency compared to 2021-2022 Grade 5 Science FSSA at 42% proficiency.
Contributing Factors: Planning sessions were inconsistent and there was a lack of new curriculum knowledge. Instructional minutes were not maximized within the science block due to the classroom management needs of science teachers. Opportunities for daily hands-on learning were not provided

consistently to students. Intentional planning for remediation was not evident during classroom walkthroughs.

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.

The data component that had the greatest gap when compared to the state average was fifth-grade ELA. The state was at 54% proficiency. We were at 26% for a difference of 28%.
Contributing Factors: There were inconsistencies with the structure, facilitation, and implementation of consistent planning. Our classroom walkthrough data showed a lack of differentiated learning opportunities and monitoring of student performance. Small group instruction and interventions were not provided with fidelity. Discipline data for 5th grade was the second highest for students receiving referrals.

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

According to the Spring 2022 to Spring 2023 data, 5th-grade math school proficiency data had the least achievement gap as compared to district comparison data.
New Actions/Contributing Factors: Math teachers were united in their implementation of math tasks and purposeful tasks. There was evidence of flexible differentiated groups and regular dynamic shifts based on formative assessment data.

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

Reflecting on the EWS data, Student Attendance remains an area of great concern with 97 students showing 10% or more days absent for the 2022-2023 school year. Our daily average attendance was 91.57% which is below our goal of 95%. Also, our third grade and fifth grade students received the highest numbers of referrals for the 2022-2023 school year. Third grade referrals went from 35 in 2021-2022 to 63 in 2022-2023 while fifth grade referrals which was 55 in 2021- 2022 remained at 55 in 2022-2023.

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

The systems identified as needing the most attention at Boggy for the upcoming school year are:
1-Improve student proficiency in the area of ELA to at least 53%.
2-Improve student proficiency in the area of Mathematics to at least 58%.
3-Improve student proficiency in the area of Science to a least 51%.
4-Improve proficiency outcomes for ESE students.
5-Improve proficiency outcomes for Emergent Bilinguals.

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

#1. Positive Culture and Environment specifically relating to Other

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.

We aim at providing a positive culture and environment within our school community that cultivates collaboration, and productivity to produce quality work for all our students. School culture must be embedded in all aspects of the school initiatives by nurturing high expectations, letting students know they are valued, providing professional learning opportunities for staff, and ensuring families work in unison on a shared school vision. The area that needs our attention most is improving peer culture at a 5.9 index score in order to share a common vision of what effective teaching looks like, use common vocabulary to discuss effective teaching practice, and ensure time spent in collaboration is productive during professional learning team meetings to ensure high levels of learning for all students. According to the 2022-2023 District Parent Survey, 75% of parents feel that their child's instructional needs are being met We understand the importance of increasing the parents' empowerment with their child's education. In addition, based on the Social Emotional Learning Student Panorama data results 48% of students feel that are able to regulate their emotions, 66% of students feel they can manage their emotions, thoughts, and behaviors in different situations, and 69% of students consider the perspectives of others and empathize with them.

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

At least 50% of our students in grades 3- 5 will believe that they are able to regulate their emotions at the beginning of the year survey or by the Spring 2024 Panorama survey. By the Spring 2024 District Parent Survey, at least 80% of our parents will believe that their child's instructional needs have been met. The index score for improving peer culture on the 2024 Teacher and Support Staff Insight Survey for 2024 will be at index score of 6.0 or higher.

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

Teacher/Staff Insight Survey results for the 2023 - 2024 school year, Parent Survey results for the 2023-2024 school year, and Panorama Student Survey results from the beginning of the 2023 - 2024 school year and the end of the 2023-2024 school year will be analyzed to identify interventions or activities that will support a positive culture within the school. The leadership team will review PBIS, behavior and attendance data for subgroups during monthly Stocktake meetings to determine next steps.

Person responsible for monitoring outcome:

Melanie Crawford (melanie.crawford@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.)

Positive Behavioral Interventions and Supports is being implemented to improve our school's positive culture and environment. AVID and Kagan strategies will also be utilized in every classroom.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that when schools and districts effectively focus on improving school climate, students are
more likely to engage in the curriculum, achieve academically, and develop positive relationships; students are less likely to exhibit problem behaviors; and teacher turnover is lower and teacher satisfaction is higher. National Center on Safe Supportive Learning Environments (2011) and Osher, D.,

Kendziora, K., & Chinen, M. (2008). Student connection research: Final narrative report to the Spencer Foundation. Washington, DC: American Institutes for Research.

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.

Provide AVID and Kagan Professional Development for staff to create a culture of the same language for learning.
Build parent efficacy through planned activities (Literacy Night, AVID Night, STEM Night) that are engaging, relevant, and informative for students and parents.
Provide opportunities for teachers to facilitate peer learning and teaching, collaborative learning, and planning within PLTs.
Survey families to see what they want and value (hopes and dreams).
Analyze the results of the fall and spring surveys to develop structures, relationships, and learning opportunities for students, staff, and families.
Host Parent/Teacher Conference Nights with student-led conferences.
Implementation of PBIS with fidelity throughout the school by all staff members.

Person Responsible: Melanie Crawford (melanie.crawford@osceolaschools.net)

By When: Closely monitored monthly through our Stocktake meetings. Ongoing surveys will be sent out to staff to assess the points of pride and actionable immediate next steps to be taken.

1. The School Counselor will provide professional development for staff in Zones of Regulation procedures and strategies.
2. The School Counselor will conduct a Panorama survey on students to assess school climate and student needs.
3. The School counselor will provide teachers with student-specific Panorama survey data to address student needs.
4. Based on student needs, the school Counselor will conduct intervention groups instructing students on self-evaluation through the QuaverEd curriculum.
5. The PBIS committee will meet monthly to discuss referral data and identify grade levels, classrooms, and students in need of support.
6. The PBIS committee will hold monthly events to celebrate students meeting schoolwide expectations. Students will earn "Boggy Bucks" by demonstrating B.O.G.G.Y. expectations and will be used to participate in.
7. Staff will award students demonstrating exceptional behavior with positive referrals.
8. Closely monitor class and school monthly attendance.

Person Responsible: Nilsa Sanchez (nilsa.sanchez@osceolaschools.net)

By When: Zones of Regulation PD completed by 9/22/2023. The panorama survey is to be completed by Fall 2023, Second survey by Spring 2024. Monthly meetings will occur throughout the year.

#2. 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.

Based on the 2022-2023 Early Literacy, 77% of Kindergarteners and 54% of first graders scored above the 40th percentile. Based on the 2022-2023 STAR Reading, 46% of second graders scored above the 40th percentile. Based on the 2022-2023 FAST PM3 school data, 33% of third-grade students, 43% of fourth-grade students, and 28% fifth graders scored at the proficiency level in ELA. Overall proficiency for students in grades 3-5 was 39%.

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

PM3 data for VPK-5th grade will reflect a minimum of 53% of students proficient in ELA based on our target tracker.
Student Outcomes: After administration of PM1 and PM2, all students will show growth consistent with state growth trends. By February 2024, 45% of students will show proficiency.
Teacher Outcomes: By December 2023, 75% of classroom teachers will provide students with benchmark-aligned tasks as evidenced in walkthroughs.
Coaching Outcomes: By January 2024, the number of teachers receiving Tier 2-3 support will decrease by 50%.

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

Student practice: VPK- 5th Grade Student data will be disaggregated after PM1 and PM2 and compared to state proficiency and growth trends. Data from FCIM check for understanding housed in School city will be analyzed monthly. 53% proficiency will be the common goal in ELA for the 23-24 school year. After each benchmark-aligned common assessment, teachers with the support of the Literacy Coach will track and chart this data to measure progress over time.
Teacher practice: Classroom walkthrough trend data with the Non-Evaluative School Trend (NEST) instrument will be collected and analyzed weekly.
Coaching Practice: The leadership team commits to conducting three classroom visits a day focused on student learning and teacher practice then developing coaching next steps. Administration and the Literacy Coach will meet weekly, during daily stand-up meetings, and during monthly Stocktake meetings to analyze the coaching support plan and data trends then make adjustments as needed.

Person responsible for monitoring outcome:

Meraris Agosto-Walker (meraris.agostowalker@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.)

Research has shown that using data in instructional decisions can lead to improved student performance. No single assessment can tell educators all they need to know to make well-informed instructional decisions, so it is crucial the use of multiple data sources. Walkthroughs as non-evaluative data collection will be conducted to support teachers with instruction. Teachers will provide scaffolds to reach every learner, deliver explicit
instruction, integrate vocabulary strategies as an effective literacy instruction. Teachers will promote active engagement and student collaboration using WICOR strategies in their daily instruction. Guided Reading instruction will be essential to a Balance Literacy Block.
Tiered supports for teachers
T1: Common standards-based planning, Targeted feedback from leadership team.

T2: Coaching support at least once a week, PD specific to need, Peer observation.
T3: Coaching cycle with a targeted focus based on walkthrough trends, Coaching at least three times a week, Additional opportunities for planning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers will provide differentiated instruction to students to target areas of need and deliver appropriate support. Teaching reading requires specialized knowledge about oral and written language, how children learn and acquire literacy skills, and instructional strategies for students' diverse needs (Foorman & Torgesen, 2001; Moats& Foorman, 2003; Moats &Lyon, 1996).

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.

Grades K,1,2,3
• Core Curriculum: Florida Benchmark Advance 2022, Florida Edition (FLDOE Review of Instructional Materials Percent of Alignment- K-96.78%, 1st-100%, 2nd-85.94%, 3rd-81.25%, 4th-79.68%, 5th- 95.31%)
• Next Steps Forward in Word Study and Phonics by Jan Richardson (Visible Learning effect Size - phonics instruction: .70 strong)
• Open Court Foundational Skills (ESSA Rating: Strong)
• Differentiated instruction provided in small groups in the classroom (teacher-led) during the 90-minute block of reading. (What Works Clearinghouse Recommend Practice with strong evidence)
• Lexia Core 5 (ESSA Rating: Promising)

Grades 4,5
• Core Curriculum: Florida Benchmark Advance 2022, Florida Edition (FLDOE Review of Instructional Materials Percent of Alignment- K-96.78%, 1st-100%, 2nd-85.94%, 3rd-81.25%, 4th-79.68%, 5th- 95.31%)
• Differentiated instruction provided in small groups in the classroom (teacher-led) during the 90-minute block of reading. (What Works Clearinghouse Recommend Practice with strong evidence)
• Lexia Core 5 (ESSA Rating: Promising)

Person Responsible: Barbara Ortiz (barbara.sanchez@osceolaschools.net)

By When: 1) Weekly Continuous Improvement Model Assessment Data 2) Regular checks for understanding aligned to instructed benchmarks, data used in PLC to plan for remediation and/or enrichment

1. Provide professional development for staff on using scaffolds and cognates to support our ELL's.
2. Provide and teach students how to use content glossaries and bilingual dictionaries.
3. Determine areas of need for students who are emergent bilinguals who are struggling academically through student conferences, observing them in the classroom, and parent-teacher meetings.
Language Power (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate)
• Lexia English (Visible Learning effect size – comprehensive reading program: .47 promising)
• Pre-Teaching Lessons (Visible Learning effect size – Strategy to integrate prior knowledge: .93 strong)

Person Responsible: Karoll Sotela (karoll.sotela@osceolaschools.net)

By When: Data from FCIM check for understanding housed in School city will be analyzed monthly. Throughout the year 2023- 2024.

1. Provide staff with professional development on providing accommodations and modeling inclusive small grouping.
2. Ongoing collaboration and data analysis between classroom teachers and VE teachers.
Language Power (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate)
• Lexia English (Visible Learning effect size – comprehensive reading program: .47 promising)
• Pre-Teaching Lessons (Visible Learning effect size – Strategy to integrate prior knowledge: .93 strong)

Person Responsible: Jessica Hughes (jessica.hughes@osceolaschools.net)

By When: Data from FCIM check for understanding housed in School city will be analyzed monthly thought-out the 2023-2024 school year

1. Provide professional development on BEST standards, Open Court, Benchmark, Guided Reading Instruction, AVID, Kagan, ESOL and ESOL strategies, and data analysis.
2. Engage in the coaching cycle with all instructional staff to ensure ELA instruction is being taught with fidelity.
3. Model/Co-teach whole group and small group lessons that focus on research-based reading strategies, student engagement (AVID, Kagan), and higher-level thinking skills.
4. Participate weekly with PLTs to create CFAs, plan for instruction, share effective instructional strategies, analyze student data, and make instructional decisions based on students' specific needs.
5. Promote reading at home and school by sharing resources (programs, websites, reading strategies) and hosting Family Nights (Literacy, AVID, Science).

Person Responsible: Meraris Agosto-Walker (meraris.agostowalker@osceolaschools.net)

By When: Data from FCIM check for understanding housed in School city will be analyzed monthly.

#3. 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.

Based on the 2022-2023 NEST data, 5% of teachers provided opportunities for students to engage in the dimensions of differentiated learning to meet their needs and provide equitable access to learning. As a result, 3rd-5th grade students scored 39% in proficiency in the FAST Math PM 3 and VPK-2nd grade students scored 68% in proficiency in the 2023 STAR Math PM 3.

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

MATH PM3 data will reflect a minimum of 58% of students proficient in Math based on the 2023-2024 school target tracker.
Student Outcomes: To achieve a minimum proficiency of 58% in grades VPK -5th grade 2024 MATH PM3.
Teacher Outcomes: To achieve the student outcome of a minimum proficiency of 58% in math, teachers need more knowledge in the areas of planning for differentiation (remediation/enrichment), purposeful small group instruction, and facilitating math talks to impact student achievement.
Coaching Outcomes: To achieve teacher outcomes, the math coach needs to provide professional development opportunities for teachers to increase their knowledge in the areas of planning for differentiation (remediation/enrichment), purposeful small group instruction, and facilitating math talks.

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

Student practice: Students will demonstrate progression toward proficiency through formal and summative assessments. Students will monitor their own learning progress (such as the use of scales to track their progress on specific standards, or other formative assessment data).
Teacher practice:
Common assessment data will be analyzed and monitored via School City. The Lead Team will review data during Stocktake.
Coaching Practice:
Coaches will ensure students receive interventions based on data from 1) PM3 FAST Data, 2) PM1 FAST Data, and 3) STAR VPK-2 Data at the school level, in addition to data collected at the site level by PLC teams and individual teachers. The team will monitor interventions through MTSS and make decisions for support as needed. The data from all assessments and interventions are shared via eduClimber's Achievement Dashboard with the principal who shares them with the Team. The principal and assistant principal will review school and teacher- and school-level data and share it during Stocktake meetings and with District Leadership. During the Stocktake meetings, the leadership team will review monthly data make guiding decisions for instruction, and review specific interventions to determine changes.

Person responsible for monitoring outcome:

Tamara Velez (tamara.velez@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.)

Research has shown that using data in instructional decisions can lead to improved student performance. No single assessment can tell educators all they need to know to make well-informed instructional decisions, so the use of multiple data sources is crucial. Walkthroughs as non-evaluative data collection will be conducted to support teachers with instruction. Teachers will provide scaffolds to reach every learner, deliver explicit instruction, provide opportunities for students to actively engage in academic

discourse via collaborative structures, participate in active hands-on learning experiences (labs, activities, and investigations), as well as authentically use interactive notebooks to process learning during math instruction.
Tiered supports for teachers
T1: Common standards-based planning, Targeted feedback from leadership team.
T2: Coaching support at least once a week, PD specific to need, Peer observation.
T3: Coaching cycle with a targeted focus based on walkthrough trends, Coaching at least three times a week, Additional opportunities for planning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Ensuring that students are engaged in cognitively complex, standards-based math tasks showcases diverse solution methods. Productive struggle stimulates deeper understanding of mathematical concepts. According to Principles to Actions (NCTM2014,p.17),"effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies." "A system of cognitive obstacles (September 2016 Eurasia Journal of Mathematics, Science and Technology Education) ...enables students to develop and improve their capacity of mathematical thinking." "Stanford professor Jo Boaler warns that instruction based solely on memorization and arithmetic can lead students to misunderstand and dislike math. Test results show that the highest achievers are those who can see the bigger picture and make connections between different mathematical concepts. Getting students to the point of productive struggle is one of the keys to achieving deeper learning and creative problem solving."(2022 MIND Research Institute)

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.

1. Provide professional development for staff on using scaffolds and cognates to support our ELL's.
2. Provide and teach students how to use content glossaries and bilingual dictionaries.
3. Determine areas of need for students who are emergent bilinguals who are struggling academically through student conferences, observing them in the classroom, and parent-teacher meetings.

Person Responsible: Karoll Sotela (karoll.sotela@osceolaschools.net)

By When: Data from FCIM check for understanding housed in School city will be analyzed monthly. Throughout the year 2023- 2024.

1. Provide staff with professional development on providing accommodations and modeling of lessons.
2. Ongoing collaboration and data analysis between classroom teachers and VE teachers.

Person Responsible: Jessica Hughes (jessica.hughes@osceolaschools.net)

By When: Data from FCIM check for understanding housed in School city will be analyzed monthly.

1. Provide professional development on BEST standards, AVID, Kagan, ESOL and ESOL strategies, incorporating complex tasks within instruction, Math Talks, Dream Box, Interactive Notebooks, and data analysis.
2. Engage in the coaching cycle with all instructional staff to ensure ELA instruction is being taught with fidelity.
3. Model/Co-teach effectively managing instruction within the math block that allows for all areas to be facilitated with fidelity: access learning, focused instruction, collaborative /independent learning, guided

instruction (small group based on the needs of the students), lesson closure (exit ticket, summary, etc.), and resources (Hands 2 Mind, manipulatives, Dream Box)
4. Participate weekly with PLTs to create CFAs, plan for instruction, share effective instructional strategies, analyze student data, and make instructional decisions based on students' specific needs.
5. Promote math at home and school by sharing resources (programs, websites, math strategies) and hosting Family Nights (AVID, Science).

Person Responsible: Tamara Velez (tamara.velez@osceolaschools.net)

By When: Data from FCIM check for understanding housed in School city will be analyzed monthly.

#4. 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.

Based on the 2022-2023 FSSA end-of-year school data, only 26% of 5th-grade students were proficient in science which included less than 1% of students who are ESE.

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

The FSSA end-of-year assessment data will reflect a minimum of 51% of students proficient in science based on the 2023-2024 school target tracker.
Student Outcomes: To achieve a minimum proficiency of 51% on the 2024 FSSA end-of-year assessment.
Teacher Outcomes: To achieve the student outcome of a minimum proficiency of 51% in science, teachers need more knowledge in the areas of planning for differentiation (remediation/enrichment), purposeful opportunities for active learning experiences in the science lab, and facilitating science talks to impact student achievement.
Coaching Outcomes: To achieve teacher outcomes, the science coach needs to provide professional development opportunities for teachers to increase their knowledge in the areas of planning for differentiation (remediation/enrichment), purposeful opportunities for active learning experiences in the science lab, and facilitating science talks.

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

Student practice: Students will demonstrate progression toward proficiency through formal and summative assessments. Students will monitor their own learning progress (such as the use of scales to track their progress on specific standards, or other formative assessment data).
Teacher practice: Common assessment data will be analyzed and monitored via School City. The Lead Team will review data during Stocktake.
Coaching Practice: Coaches will ensure students receive interventions based on data from NWEA Science and District Science Assessments at the school level, in addition to data collected at the site level by PLC teams and individual teachers. The team will monitor interventions through MTSS and make decisions for support as needed. All interventions for Tier 2 and Tier 3 will be organized and tracked through the eduClimber platform.
The data from all assessments and interventions are shared via eduClimber's Achievement Dashboard with the principal who shares them with the Team. The principal and assistant principal will review school and teacher- and school-level data and share it during Stocktake meetings and with District Leadership. During the Stocktake meetings, the leadership team will review monthly data make guiding decisions for instruction, and review specific interventions to determine changes to specific interventions.

Person responsible for monitoring outcome:
Tamara Velez (tamara.velez@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.)

Research has shown that using data in instructional decisions can lead to improved student performance. No single assessment can tell educators all they need to know to make well-informed instructional decisions, so the use of multiple data sources is crucial. Walkthroughs as non-evaluative data collection will be conducted to support teachers with instruction. Teachers will provide scaffolds to reach every learner, deliver explicit instruction, provide opportunities for students to actively engage in academic

discourse via collaborative structures, participate in active hands-on learning experiences (labs, activities, and investigations), as well as authentically use interactive notebooks to process learning during science instruction.

Tiered supports for teachers

T1: Common standards-based planning, Targeted feedback from leadership team.

T2: Coaching support at least once a week, PD specific to need, Peer observation.

T3: Coaching cycle with a targeted focus based on walkthrough trends, Coaching at least three times a week, Additional opportunities for planning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In order to maximize student engagement and learning, teachers should effectively provide opportunities for students to authentically engage in academic discourse and collaboration, participate in hands-on learning experiences (labs, activities, and investigations), as well as promote the utilization of science interactive notebooks to process and unfold student learning. The aim is to ensure higher levels of mathematical achievement for all students by establishing productive actions within the school year. If teachers effectively provide opportunities for students to actively engage in academic discourse via collaborative structures, participate in active hands-on learning experiences (labs, activities, and investigations), as well as authentically use interactive notebooks to process learning, then student engagement and learning will increase.

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.

1. Provide professional development for staff on using scaffolds and cognates to support our ELL's.
2. Provide and teach students how to use content glossaries and bilingual dictionaries.
3. Determine areas of need for students who are emergent bilinguals who are struggling academically through student conferences, observing them in the classroom, and parent-teacher meetings.

Person Responsible: Karoll Sotela (karoll.sotela@osceolaschools.net)

By When: Data from FCIM check for understanding housed in School City will be analyzed monthly. Throughout the school year 2023-2024.

1. SWD will provide staff with professional development on providing accommodations and modeling lesson structures.
2. Ongoing collaboration and data analysis between classroom teachers and VE teachers.

Person Responsible: Jessica Hughes (jessica.hughes@osceolaschools.net)

By When: Data from FCIM check for understanding housed in School City will be analyzed monthly throughout the school year 2023-2024.

1. Provide Professional Development on the curriculum, digital tools (Discovery ED. Mystery Science, Savvas), Kagan, AVID, hands-on learning and science-based inquiry within instruction using the 5-E model, grade level standards and the vertical alignment across all grade levels, Interactive Notebooks, and data analysis.
2. Model/Co-teach hands-on learning and science-based inquiry within instruction using the 5-E model, how to monitor and analyze student learning through formative assessments and how to differentiate based on the needs of all students.

3. Participate weekly with PLTs to create CFAs, plan for instruction, share effective instructional strategies, analyze student data, and make instructional decisions based on students' specific needs.
4. Create a science lab utilized by students in grades K-5.
5. Promote science at home and school by sharing resources (programs, websites, 5-E model) and hosting Family Nights (Literacy, AVID, Science).
.

Person Responsible: Tamara Velez (tamara.velez@osceolaschools.net)

By When: Data from FCIM check for understanding housed in School City will be analyzed monthly. Throughout the school year 2023-2024.

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 Reading Coach and Title 1 positions will help SWD with small group intervention during triple i time and support the learning of the SWD students through the MTSS process.

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

Second Grade
Full-YearStudents Tested in 2nd Grade on Early Literacy or STAR Reading= 89
% of Students in 2nd Grade Scoring Below 40th Percentile= 52%
50% or More of 2nd Grade Students Scoring Below 40th Percentile= YES
Root-cause analysis of student low performance is Teachers not adequately trained on the BEST standards and lack of understanding about data use and meaning provided by the progress monitoring system.

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

Third Grade
Full-Year Students Tested in 3rd Grade on FAST ELA= 105
% of Students in 3rd Grade Scoring Below Level 3= 65%
50% or More of 3rd Grade Students Scoring Below Level 3= YES
Fourth Grade
Full-Year Students Tested in 4th Grade on FAST ELA= 88
% of Students in 4th Grade Scoring Below Level 3= 53%
50% or More of 4th Grade Students Scoring Below Level 3= YES
Fifth Grade
Full-Year Students Tested in 5th Grade on FAST ELA= 99
% of Students in 5th Grade Scoring Below Level 3= 71%
50% or More of 5th Grade Students Scoring Below Level 3= YES

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

On the STAR Reading PM 3 for the 2023-2024 school year, a minimum of 53% of second graders will score at or above the 40th percentile.

Grades 3-5 Measurable Outcomes

ELA proficiency overall in grades 3-5 will be at 53% or above on the 2023-2024 FAST PM3. A minimum of 53% of third graders, fourth graders, and fifth graders will score at the proficiency level in ELA. In the 2022-2023 school year on the FAST PM3, overall proficiency for students in grades 3-5 was 39% with 33% of third-grade students, 43% of fourth-grade students, and 28% fifth graders scoring at the proficiency level in ELA.

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.

Data will be collected and frequency of review will be monitored.
District level monitoring: STAR VPK-2 in August, STAR 3-5 in October
School level monitoring: Continuous Improvement Model Assessment Data. Weekly checks for understanding aligned to instructed benchmarks, and data used in PLC to plan for remediation and/or enrichment.
MTSS meetings are regularly held with the problem-solving team to ensure fidelity of implementation.
The leadership team will be conducting daily walkthroughs and providing feedback that supports reading and AVID implementation with a focus on WICOR strategies. Administration and literacy coach conduct

bi-weekly walkthroughs to gather patterns in the data collected that will then be shared with the school community.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Agosto, Meraris, meraris.agosto@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?

1. Open Court instruction will be implemented with fidelity in kindergarten through second grade and monitored through classroom walk throughs and informal observations. Open Court Reading© is a reading program for grades K–6 that is designed to teach decoding, comprehension, inquiry, and writing in a three-part progression. Part One of each unit, Preparing to Read, focuses on phonemic awareness, sounds and letters, phonics, fluency, and word knowledge. Part Two, Reading and Responding, emphasizes reading literature for understanding, comprehension, inquiry, and practical reading applications. Part Three, Language Arts, focuses on writing, spelling, grammar, usage, mechanics, and basic computer skills. It meets Florida's promising definition of evidence based and aligns with both the School District of Osceola's Comprehensive Reading Plan and B.E.S.T. ELA Standards.
2. Dual language is provided in grades K-5. Classroom walkthrough trend data with the Non-Evaluative School Trend (NEST) instrument will be collected and analyzed weekly to monitor instruction. Dual language programs are long-term instructional programs that provide content and literacy instruction to all students through two languages—English and a partner language—with the goals of promoting academic achievement, bilingualism and biliteracy, and sociocultural competence. This meets Florida's moderate definition of evidence based and aligns with both the School District of Osceola's Comprehensive Reading Plan and B.E.S.T. ELA Standards.
3. Accelerated Reader is used in grades K-5. Accelerated Reader is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers. The Accelerated Reader program requires students to select and read a book based on their area of interest and reading level. Upon completion of a book, students take a computerized quiz based on the book's content and vocabulary. Quiz performance allows teachers to monitor student progress and to identify students who may need additional reading assistance.

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?

Skindrud and Gersten (2006) found an average improvement index of +12 in general reading achievement. Borman et al. (2008) found an average improvement index of +10 in comprehension. These improvement indices show the expected percentile gain of the average student due to the intervention and usage of Open Court Reading.

Recent research suggests that dual language education programs, a type of bilingual education program in which students are taught literacy and academic content in English and a partner language, provide more opportunities for English learners (ELs) to reach higher levels of academic achievement than other types of programs (Dual Language Education Programs: Current State Policies and Practices by Andrea Boyle, Diane August, Lisa Tabaku, Susan Cole, and Ashley Simpson-Baird). 15% of third graders scored at proficiency on PM1 while 51% scored at proficiency on PM3. 20% of fourth graders scored at proficiency on PM1 while 58% scored at proficiency on PM3. 29% of fifth graders scored at proficiency on PM1 while 67% scored at proficiency on PM3.

Tischner et al. (in press) completed a meta-analysis of Accelerated Reader to analyze its "effectiveness as an

evidence-based intervention for improving student reading achievement, attitude, and motivation." There were 44

studies included in the analysis from peer-reviewed journal articles and dissertations. Findings from the quality

comparison group studies found that Accelerated Reader had a positive impact on students' reading achievement (g = +0.278).

Leadership Team Support
(Professional Learning, Literacy Walks,
Collaborative Planning, Model Classrooms)
School Improvement Plan
Development and Implementation Support
Literacy Coach Professional Learning and Ongoing Support
Evidence-based Instructional Planning
Aligned to B.E.S.T. ELA Standards and
Science of Reading
Differentiated Ongoing Support
Based on Data

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 will actively support the implementation of evidence-based literacy practices by providing high quality ongoing professional development opportunities to teachers . The Literacy Coach will provide access to resources and tools for teachers to support the implementation of evidence-based literacy practices. Focusing on student and teacher centered methods, the Literacy Coach will collaborate and support teachers with effective instructional decisions to increase the achievement and engagement of every student.	Agosto, Meraris, meraris.agosto@osceolaschools.net
The Literacy Coach will conduct side-by side coaching cycles to support teachers build skill, knowledge, and capacity. The coach will guide teachers in the implementation of best teaching practices and provided professional learning opportunities as needed. The Literacy Coach will deliver in-class demonstrations, conduct focused observations, and coordinate debriefing sessions to reflect, revise, and refine instructional practices. Ongoing data analysis sessions will be use to drive instruction. The data collected will be use to determine reteaching opportunities to help students master key benchmarks and skills.	Agosto, Meraris, meraris.agosto@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, Boggy Creek Elementary will present and discuss the SIP with all stakeholders to gather feedback. Schools will share flyers with students and post them on the school website and social media at least seven days prior to the meeting 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 and meeting documents will be disseminated on the school's website, and social media, and a hard copy will be available in the school's front office. The SIP's progress will be monitored during the January 2024 SAC meeting by sharing data to evaluate the progress of the plan and the effectiveness of the activities and determine if an amendment is needed.

BCES Monthly Calendar
Monthly Schoolwide Staff PLT

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))

Boggy Creek 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 flyers and invitations, School Advisory Committee (SAC) meetings, Parent-Teacher meetings, social media, and websites. Building Capacity events will be held throughout the year inviting families to participate in learning activities specific to academic goals.

Parent Empowered Families Institutes
Parent Liasion

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))

Boggy Creek Elementary School will implement Kagan Collaborative Learning strategies to foster positive culture and environment by cultivating and stimulating positive relationships, equal participation, and active student interactions to increase student achievement by 10% as indicated by the FAST, decrease behavior incidents by 10%, and decrease absenteeism by 5%. Teachers will attend a three-day training in which they learn to:
*effective use of data to group students and form collaborative teams
*about and use the different collaborative structures to increase engagement to foster thinking, communication skills, social competence, peer collaboration
*integrate collaborative structures into their lessons.
PLTS
CIMS Process

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))

Boggy Creek Elementary School coordinates the development of the School Improvement Plan alongside several, state, and local services, such as: Title I, 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.

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))

Boggy Creek Elementary School ensures that student skills are improved outside the academic subject areas by providing several strategies, such as the integration of supplemental personnel to assist with high-needs intervention areas; the incorporation of a parent liaison to build better connections with parents/families to help build their capacity to assist in their child's education; the registration of teachers to attend Professional Development conferences in areas such as KAGAN engagement strategies and Thinking Mpas; the employment of a tiered support system for students that is provided by the targeted strategies and personnel; etc.

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))

Boggy Creek Elementary School will have the opportunity to engage fifth-grade students in an enriching, supplemental STEAM curriculum on the district's Mobile STEAM Lab. This curriculum will provide and-in provide in-depth learning opportunities that will introduce students to the several postsecondary options available to them through the fields of science, technology, arts, and mathematics.

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).

Boggy Creek Elementary School will hire 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 send Kagan Collaborative Learning Strategies training to foster positive culture and environment by cultivating and stimulating positive relationships, equal participation, and active student interactions to increase students' achievement.

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))

Boggy Creek Elementary School will implement Kagan Collaborative Learning Strategies to foster positive culture and environment by cultivating and stimulating positive relationships, equal participation, and active student interactions to increase student achievement by 10% as indicated by the FAST, decrease behavior incidents by 10%, and decrease absenteeism by 5%. Kagan Collaborative Structures promotes healthy relationships and classroom environment aiding teachers with classroom management.
Teachers will attend training in which they will learn to:
*Effectively use data to group students and form collaborative teams.
*about and use the different collaborative structures to increase engagement to foster thinking, communication skills, social competence, peer collaboration
*integrate collaborative structures into their lessons.

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))

Parent night for incoming kindergarten students.
Parent liaison serves as a bridge to provide resources and support to our future parents and students.
Summer communication with parents.