School District of Osceola County, FL

Mill Creek Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Mill Creek Elementary School

1700 MILL SLOUGH RD, Kissimmee, FL 34744

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.

Inspiring all learners to reach their highest potential as responsible, productive citizens.

Provide the school's vision statement.

Working as a team, the parents, community and staff will challenge our students to become healthy, responsible, self-motivated individuals who are lifelong learners in a diverse 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
Pinder, Latricia	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.
Hiltunen, Catherine	Assistant Principal	To assist the principal in the operation and management of all activities and functions which occur within a school. To assist the principal in all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To serve as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Burdette, Kayra	Reading Coach	Serve as a coach, mentor, and conduct on-going classroom observations of literacy instruction. Facilitate implementation of appropriate curriculum by providing technical assistance and on-going support for elementary school teachers as they identify authentic learning activities and materials, implement effective literacy instructional strategies, and evaluate student progress. To support and assist classroom teachers with identifying specific needs of children, developing appropriate educational plans, and referring the child study team when necessary.
Crouch, Derek	School Counselor	Responsible for planning and implementing a comprehensive school counseling program that provides equity and access to address the needs of the student in growth and development, social, academic and career. Counselor will serve as a consultant to the student, teacher(s) and parents,provides leadership and organization to all school counseling activities within the school.
Malotka, Joan	School Counselor	Responsible for planning and implementing a comprehensive school counseling program that provides equity and access to address the needs of the student in growth and development, social, academic and career. Counselor will serve as a consultant to the student, teacher(s) and parents,provides leadership and organization to all school counseling activities within the school.
Farmer, Christopher	Other	Coordinate administration of state and district assessments, provide professional development to staff on test administration and security. Coordinate the school-wide assessment calendar. Provided school-based interventions to Tier 3 scholars.
Hernandez, Wanda	ELL Compliance Specialist	Assist with all ESOL program and emergent bilingual student matters, provide teacher support and in-services on evidence-based instructional

Name	Position Title	Job Duties and Responsibilities
		practices to ensure English Language acquisition, as well as, narrow the achievement gap between emergent bilinguals and non-emergent bilingual peers. Perform all compliance duties and implement procedures at the school as required by policy.
Caressimo, Jennifer	Other	The primary objective of the school library/media center is to implement, enrich, and support the educational program of the School District and its schools. The school library/media center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the representation of different points of view. For the purpose of this School Board Rule, "educational media materials" in school libraries/media centers shall be defined to include, but shall not be limited to, the following categories: books, periodicals, and other print materials; films; videos; and/or software, etc.
Kelly Lamb, Kelly Lamb	Staffing Specialist	To assist ESE teachers with curriculum methods and techniques, and selection of appropriate instructional materials and equipment in conjunction with district staff. Assist in developing and providing professional development to teachers regarding the needs of students with disabilities. To conduct all staffing's and placements for Exceptional Student Education, including the collection of all necessary documentation prior to student being staffed and/or identified for an exceptional education program or service.
Monaco, Curtis	Math Coach	This position focuses on student achievement by working with teachers to ensure quality implementation of research-based mathematics and science program(s) and scientifically based mathematics and science strategies/practices at the elementary school level. Serve as coach, mentor, and conduct on-going classroom observations of mathematics and science instruction. Facilitate implementation of appropriate mathematics and science curriculum by providing technical assistance and on-going support for elementary school teachers as they identify and implement authentic learning activities and materials, implement effective teaching strategies, evaluate student progress, and participate in student screening and progress-monitoring.
Zirkelbach, Katarina	Other	Provide instructional mentoring to new to the profession teachers. In addition to mentoring, Instructional Mentors provide professional development in areas such as Florida Standards, culture and climate, implementing instructional strategies aligned to the Marzano Instructional Framework, classroom management, analyzing student work, differentiated instruction, and supporting ELL and students with special needs.

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.

School leadership team, teachers and school staff are involved in the problem-solving process by analyzing the school data to determine if the goals set from the previous year have been met. The team discusses the implementation of the plan with fidelity and looks for opportunities to implement solutions that address barriers or gaps from the evidence provided. Families and community members are provided the opportunity to provide input and feedback on the plan created and the data shared during the School Advisory Committee (SAC) meetings. Following analysis of data and evidence, stakeholders make decisions to create, modify or keep the current goals or targets. Stakeholders use the problem-solving process to develop the school improvement plan.

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

The school improvement plan will be monitored for fidelity and effectiveness of implementation through the stocktake process and SAC meetings. Monthly school stakeholders will participate in Stocktake to review the area of focus provided in the SIP. During this process the quality of planning, capacity and evidence of progress will be reviewed for progress towards the area of focus. The overall likelihood of success will be determined using a rating system that monitors likelihood to achive the targets set in the SIP. This team will review the challenges and potential next steps needed to support SIP implementation. The SIP will be revised based on feedback and input from the analysis of data.

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	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) Black/African American Students (BLK) Hispanic Students (HSP)

	White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	121	135	118	131	138	143	0	0	0	786
One or more suspensions	5	17	14	34	18	28	0	0	0	116
Course failure in English Language Arts (ELA)	0	0	1	35	36	21	0	0	0	93
Course failure in Math	0	0	0	32	18	11	0	0	0	61
Level 1 on statewide ELA assessment	0	0	0	13	41	35	0	0	0	89
Level 1 on statewide Math assessment	0	0	0	13	39	54	0	0	0	106
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	21	43	44	0	0	0	0	0	0	108
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	5	16	11	59	56	54	0	0	0	201

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	1	0	0	12	0	0	0	0	0	13
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	13	31	24	20	24	25	0	0	0	137
One or more suspensions	1	6	4	8	8	6	0	0	0	33
Course failure in ELA	0	0	0	34	39	20	0	0	0	93
Course failure in Math	0	0	0	33	18	11	0	0	0	62
Level 1 on statewide ELA assessment	0	0	0	12	39	33	0	0	0	84
Level 1 on statewide Math assessment	0	0	0	12	36	50	0	0	0	98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	24	34	46	30	35	0	0	0	169

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	11	18	14	0	0	0	43

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	11	0	0	0	0	0	12
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	13	31	24	20	24	25	0	0	0	137
One or more suspensions	1	6	4	8	8	6	0	0	0	33
Course failure in ELA	0	0	0	34	39	20	0	0	0	93
Course failure in Math	0	0	0	33	18	11	0	0	0	62
Level 1 on statewide ELA assessment	0	0	0	12	39	33	0	0	0	84
Level 1 on statewide Math assessment	0	0	0	12	36	50	0	0	0	98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	24	34	46	30	35	0	0	0	169

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	11	18	14	0	0	0	43

The number of students identified retained:

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

The "Grade Level" header spans columns K through 8.

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*	34	44	53	44	48	56	41		
ELA Learning Gains				55			31		
ELA Lowest 25th Percentile				46			22		
Math Achievement*	33	46	59	45	44	50	44		
Math Learning Gains				50			24		
Math Lowest 25th Percentile				46			12		
Science Achievement*	39	43	54	51	46	59	41		
Social Studies Achievement*					55	64			
Middle School Acceleration					42	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	64	59	59	62			59		

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	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	200
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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	399
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	21	Yes	4	3
ELL	30	Yes	1	1
AMI				
ASN				
BLK	27	Yes	1	1
HSP	39	Yes	1	
MUL				
PAC				
WHT	43			

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%
FRL	38	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	27	Yes	3	2
ELL	41			
AMI				
ASN				
BLK	52			
HSP	48			
MUL				
PAC				
WHT	56			
FRL	47			

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	34			33			39					64
SWD	11			15			6				5	59
ELL	25			18			27				5	64
AMI												
ASN												
BLK	33			31			31				4	
HSP	33			29			39				5	64
MUL												

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
PAC												
WHT	39			50							3	
FRL	33			31			35				5	63

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	44	55	46	45	50	46	51					62
SWD	17	29	20	20	29	24	20					59
ELL	37	47	34	35	41	40	28					62
AMI												
ASN												
BLK	35	61	82	45	46		41					
HSP	45	55	38	42	51	44	49					62
MUL												
PAC												
WHT	46	50		63	55		64					
FRL	41	52	45	43	46	44	45					58

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	41	31	22	44	24	12	41					59
SWD	30	31	40	23	13	10	13					41
ELL	32	31	31	34	21	27	31					59
AMI												
ASN												
BLK	23	27		41	18		33					
HSP	42	34	29	43	26	20	38					58
MUL												
PAC												
WHT	54	24		51	24		59					
FRL	39	26	13	41	23	13	39					55

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	39%	44%	-5%	54%	-15%
04	2023 - Spring	31%	49%	-18%	58%	-27%
03	2023 - Spring	27%	44%	-17%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	27%	49%	-22%	59%	-32%
04	2023 - Spring	29%	48%	-19%	61%	-32%
05	2023 - Spring	34%	41%	-7%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	40%	-7%	51%	-18%

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.

Math proficiency showed the lowest performance with 31% of stuuden ts being proficient school-wide. SWD achievement data in ELA (-10) showed a decline from the FALL PM1 (16%) to the Spring PM3 (6%) FAST assessment. Third grade ELA (28% proficient) and Third grade math (28% proficient) showed the lowest performance for proficiency in grades 3 - 5. Contributing factors that impacted students performance include staff vacancies and multiple job responsibilities shared between non-classroom personnel to support instructional vacancies.

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

Fifth grade science data component showed a decline from 51% proficiency to 35% proficiency. Contributing factors that impacted students performance include staff vacancies and multiple job responsibilities shared between non-classroom personnel to support instructional vacancies.

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 math data component had the greates gap (31% gap) when compared to the state average in third and fourth grade. Contributing facts for gaps in achievement include instructional vacancies and teacher attendance. New actions that need to be taken to address this need for improvement include ongoing training and review
with classroom teachers of strategies to support students with learning deficiencies.

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

All data areas showed a decline from FAST 2022 to PM3 2023. Math proficeincy from PM1 to PM2 showed the most improvement (+30) in fifth grade moving from 5% PM1 to 35% PM3. ELA proficeincy from PM1 to PM2 showed the most improvement (+20) in fourth grade moving from 13% PM1 to 33% PM3. Overall ELA proficiency was 3% higher than math proficiency in grades 3 - 5. In these areas, the school focused on the use of data to target students needs and make instructional decisions that impact learning gaps. Staff will used progress monitoring data, classroom observations, and, scoring rubrics to identify individual student needs. Additional collaborative time was added to the schedule. Math support was provided by the math coach to targeted students in 4th and 5th grade. Additional interventions were provided for students in ELA for students. Ongoing review of MTSS data with our MTSS team.

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

Based on the EWS data areas for concern are as follows:
Level 1 on statewide ELA assessment and Level 1 on statewide Math assessment

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

Instructional practice specifically related to Math; Instructional practice spcifically related to ELA; Instructional practice specifically related to Science; Positive culture and environment

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

#1. Instructional Practice specifically relating to ELA

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

Given the 2022 - 2023 Progress Monitoring data finding that only 32% of students were proficient in ELA grades 3 - 5, productive actions are necessary to accomplish the goal of ensuring higher levels of Literacy achievement for all students. 16% of Students with disabilities scored proficient on PM3 2022 - 2023.

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

Overall PM3 proficiency will increase from 32% at PM3 2022-23 to 53%.. Students with disability proficiency will increase from 16% at PM3 2022-23 to 41% proficiency. We will make progress toward both goals by increasing student proficiency by 10% annually

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

Administration, leadership team, and ELA Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. (PLC minutes, Sign-in sheet, atteandance, lessons developed & classroom implementation). School based coaches will report and provide updates on impelementation of action steps during leadership meetings. Teachers will participate in monthly in sessions reviewing student data during PLCs to monitor implementation of lessons designed. Leadership team will monitor classroom observations and trend walks of implementation.

• Planning Expectations posted in planning rooms/areas
• Planning protocol/agenda
• Minutes
• Sign-in sheets
• Coaching & Administration calendars
• PLC stages rubric
• Instructional look-for document/observables
• Coaching & Administration calendars
• Scripted feedback

Person responsible for monitoring outcome:

Kayra Burdette (kayra.burdette@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.)

Magnetic Reading provides research-based instruction informed by practical classroom experience, an understanding of the cultural and developmental needs of all learners, and the Science of Reading. The design
of Magnetic Reading is informed by a validated body of research on the Science of Reading that, according to
Dr. Louisa Moats in a recent interview, "has revealed a great deal about how we learn to read, what goes wrong
when students don't learn, and what kind of instruction is most likely to work best for the most students"
(Stuart & Fugnitto, 2020).

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

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

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.

All staff will be trained by the district, Literacy Coach, and AVID coordinator in implemeting standards-based istruction through the use of curriculum resources.

Person Responsible: Kayra Burdette (kayra.burdette@osceolaschools.net)

By When: August 7, 2023

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

Person Responsible: Kayra Burdette (kayra.burdette@osceolaschools.net)

By When: August 10, 2023

Administration will build additional intervention time into student schedules to help support struggling students.

Person Responsible: Latricia Pinder (latricia.pinder@osceolaschools.net)

By When: September 30, 2023

All ELA teachers will use progress monitoring data, classroom observations, and scoring rubrics to identify individual student needs. They will share this data in grade level PLCs and use it to make instructional decisions.

Person Responsible: Kayra Burdette (kayra.burdette@osceolaschools.net)

By When: September 30, 2023

Varying Exceptionality teachers will attend planning sessions with grade-level teams to support SWD learning during core instruction.

Person Responsible: Kelly Lamb Kelly Lamb (kelly.lamb@osceolaschools.net)

By When: October 25, 2023

MTSS meetings will be held to review updated student data and the interventions in place. Decisions will be made regarding appropriate student tier placement, effectiveness of interventions, and the need for any alterations.

Person Responsible: Latricia Pinder (latricia.pinder@osceolaschools.net)

By When: August 10, 2023

#2. Instructional Practice specifically relating to Math

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

Given the 2022 - 2023 Progress Monitoring data finding that only 30% of students were proficient in Math grades 3 - 5, productive actions are necessary to accomplish the goal of ensuring higher levels of math achievement for all students. 15% of Students with disabilities scored proficient on PM3 2022 - 2023.

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

Overall PM3 proficiency will increase from 30% at PM3 2022-23 to 45% at PM3.
Students with disability proficiency will increase from 15% at PM3 2022-23 to 41% proficiency at PM3. We will make progress toward both goals by increasing student proficiency by 10% annually.

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

Administration, leadership team, and Math Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. (PLC minutes, Sign-in sheet, atteandance, lessons developed & classroom implementation). School based coaches will report and provide updates on impelementation of action steps during leadership meetings. Teachers will participate in monthly in sessions reviewing student data during PLCs to monitor implementation of lessons designed. Leadership team will monitor classroom observations and trend walks of implementation.

• Planning Expectations posted in planning rooms/areas
• Planning protocol/agenda
• Minutes
• Sign-in sheets
• Coaching & Administration calendars
• PLC stages rubric
• Instructional look-for document/observables
• Coaching & Administration calendars
• Scripted feedback

Person responsible for monitoring outcome:
Curtis Monaco (curtis.monaco@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.)

Learn Platform researchers calculated standardized effect sizes (Hedge's g) to determine the magnitude of changes in student outcomes. The effect size for students who used DreamBox Math more than 6.8 lessons per week was 0.29. This result suggests that DreamBox Math is 4Xs more effective than the average elementary school math intervention.

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

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

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.

All math teachers will be trained by the district, Math Coach, and AVID coordinator in best practice strategies for increasing student engagement through quality instruction.

Person Responsible: Curtis Monaco (curtis.monaco@osceolaschools.net)

By When: August 3, 2023

The Math Coach, AVID coordinator, and mentor teachers will model best practice strategies for increasing student engagement through quality instruction.

Person Responsible: Katarina Zirkelbach (katarina.zirkelbach@osceolaschools.net)

By When: August 31, 2023

Administration will build additional intervention time into student schedules to help support struggling students.

Person Responsible: Catherine Hiltunen (catherine.hiltunen@osceolaschools.net)

By When: September 30, 2023

All math teachers will use progress monitoring data, classroom observations, and scoring rubrics to identify individual student needs.

Person Responsible: Curtis Monaco (curtis.monaco@osceolaschools.net)

By When: September 30, 2023

Varying Exceptionality teachers will attend planning sessions with grade-level teams to support SWD learning during core instruction.

Person Responsible: Kelly Lamb Kelly Lamb (kelly.lamb@osceolaschools.net)

By When: October 25, 2023

MTSS meetings will be held to review updated student data and the interventions in place. Decisions will be made regarding appropriate student tier placement, effectiveness of interventions, and the need for any alterations.

Person Responsible: Latricia Pinder (latricia.pinder@osceolaschools.net)

By When: August 31, 2023

All math teachers will incorporate WICOR strategies into their instruction and AVID strategies to help support focused engagement in all subgroups.

Person Responsible: Katarina Zirkelbach (katarina.zirkelbach@osceolaschools.net)

By When: September 1, 2023

#3. 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.

Given the 2022 - 2023 Panorama data finding that School climate declined by 9% from 65% to 56%, This shows it is 4% below the district average of 60%. The largest decline was in the area of how positive or negative the energy of the school is with a decline of 12% and 60% of students scoring favorably. The lowest survey question was about how the behavior of other students hurt or help your learning with only 40% of students responding favorably. Additionally, discipline referrals showed an increase of inappropriate/obscene acts from 2022 at 20 referrals to 2023 at 99 referrals (+79 increase).

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

The lowest survey question was about how the behavior of other students hurt or help your learning with only 40% of students responding favorably. In 2023 - 2024 these questions will increase favorably by 10%. Additionaly student discipline referrals will show a decline in inappropriate/obsece acts by 10%.

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

1. All surveys will be analyzed to identify schools' interventions that will support a
positive culture within the school.
2. The leadership team will review monthly during the Stocktake PBIS, behavior and
attendance data for subgroups, and develop inventions as required.

Person responsible for monitoring outcome:

Joan Malotka (joan.maltka@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.)

Panorama Education's student surveys cover a range of topics about students' social-emotional learning (SEL) and school environments. Students are more than just respondents for these self-report surveys: By reflecting on their experiences and sharing their perspectives, they are active agents in their own learning and in their school's improvement. We developed our student surveys using a rigorous six-step design process that builds reliability and validity into them from the beginning (Gehlbach & Brinkworth, 2011; see also Artino, La Rochelle, DeZee, & Gehlbach, 2014). We analyzed data from millions of students in thousands of K-12 schools across the U.S to demonstrate the psychometric strength of our surveys.

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

A positive culture and environment are not based on prescribed curricula; instead, it is an approach that reflects a set of teaching strategies and practices that are studentcentered. Staff must use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

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.

MCES will establish and maintain a Sunshine committee to support the buiding of teacher morale and team building around campus.

Person Responsible: Jennifer Caressimo (jennifer.caressimo@osceolaschools.net)

By When: August 3, 2023 and ongoing

PBIS committee will meet monthly to review student discipline data and provide strateigies to staff to support positive behavior supports. PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team and reported out at monthly Stocktake.

Person Responsible: Catherine Hiltunen (catherine.hiltunen@osceolaschools.net)

By When: August 3, 2023 and ongoing

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

Person Responsible: Derek Crouch (derek.crouch@osceolaschools.net)

By When: August 3, 2023 and ongoing

Professional development focused on self-regulation strategies for students will be provided to all staff throughout the year.

Person Responsible: Joan Malotka (joan.maltka@osceolaschools.net)

By When: October 1, 2023

#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.

Given the 2022 - 2023 state assessmnet data finding that only 35% of students were proficient in Science fifth grade, productive actions are necessary to accomplish the goal of ensuring higher levels of Science achievement for all students.

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

Science profciency will increase by 20%; Overall proficiency will increase from 35% at 2022-23 to 55%. Students with disability proficiency will increase from 20% at 2021-22 to 41% proficiency at PM3. We will make progress toward both goals by increasing student proficiency by 10% annually.

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

Administration, leadership team, and Math/Science Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. (PLC minutes, Sign-in sheet, atteandance, lessons developed & classroom implementation). School based coaches will report and provide updates on impelemetation of action steps during leadership meetings. Teachers will participate in monthly in sessions reviewing student data during PLCs to monitor implementation of lessons designed. Leadership team will monitor classroom observations and trend walks of implementation.

• Planning Expectations posted in planning rooms/areas
• Planning protocol/agenda
• Minutes
• Sign-in sheets
• Coaching & Administration calendars
• PLC stages rubric
• Instructional look-for document/observables
• Coaching & Administration calendars
• Scripted feedback

Person responsible for monitoring outcome:

Curtis Monaco (curtis.monaco@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.)

Studies show that analysis of student assessment data serves a critical role in teacher decision-making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessment to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that the MTSS model and differentiating appropriately has a great effect on student achievement.

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

Research illustrates a correlation between student achievement and the development of an achievable, rigorous, and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented,

can effectively double the speed of learning, (William. 2007),
(Marzano, 2003)

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.

All science teachers will be trained by the district, Science Coach, and AVID coordinator in best practice strategies for increasing student engagement through quality instruction.

Person Responsible: Curtis Monaco (curtis.monaco@osceolaschools.net)

By When: October 31, 2023

The Science Coach will conduct walkthroughs, focusing on highest priority science instructional strategies. These walkthroughs will focus more on student learning, and less on teacher facilitating.

Person Responsible: Curtis Monaco (curtis.monaco@osceolaschools.net)

By When: December 15, 2023

The Science Coach, AVID coordinator, and mentor teachers will model best practice strategies for increasing student engagement through quality instruction.

Person Responsible: Katarina Zirkelbach (katarina.zirkelbach@osceolaschools.net)

By When: August 10, 2023

All science teachers will incorporate WICOR strategies into their instruction and AVID strategies to help support focused engagement in all subgroups.

Person Responsible: Curtis Monaco (curtis.monaco@osceolaschools.net)

By When: September 30, 2023

The Science Coach will use fourth grade NWEA Science Spring data from the 2022-2023 school year to determine the standards that were the lowest performing.

Person Responsible: Curtis Monaco (curtis.monaco@osceolaschools.net)

By When: September 30, 2023

Varying Exceptionality teachers will attend planning sessions with grade-level teams to support SWD learning during core instruction.

Person Responsible: Kelly Lamb Kelly Lamb (kelly.lamb@osceolaschools.net)

By When: November 17, 2023

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).

School leadership team, teachers and school staff are involved in the problem-solving process by analyzing the school data to determine if the goals set from the previous year have been met. The team discusses the implementation of the plan with fidelity and looks for opportunities to implement solutions that address barriers or gaps from the evidence provided. Funding is considered for areas of need. Funding allocatios are reviewed with the school district. Our school based reading coach, math/science coach and MTSS coach supports students with disabilities through tiered intervention during intervention time.

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

Our area of focus relating to Reading/ELA will be phonics and vocabulary. Based on the statewide Early Literacy assessment, 32% of kindergarten students scored below proficient. 61% of first graders scored below 40th Percentile and 58% of second graders scored below 40th Percentile.

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

Our area of focus relating to Reading/ELA will be vocabulary and comprehension. This was identified as a critical need from the data reviewed. Students in grade 3, 72% of Students in 3rd Grade Scoring Below Level 3; Students in grade 4, 65% of Students in 4th Grade Scoring Below Level 3; Students in grade 5, 57% of Students in 5th Grade Scoring Below Level 3

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

51 percent or more of the students will be on track to score above the 40th percentile on the statewide ELA assessment

Grades 3-5 Measurable Outcomes

51 percent or more of students will score a level 3 or higher on the statewide ELA 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.

1. Administration, leadership team, and ELA Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.
2. School Stocktake Model will take place every month and the Literacy Coach will report progress to the Principal on the Area of Focus.
3. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.

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

Burdette, Kayra, kayra.burdette@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?

FCRR Student Center Activities (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate) This can
be used in addition to our Tier 1 foundational skills (Open Court) . Explicit Vocabulary Instruction (Visible Learning effect size - vocabulary programs: .63 moderate; direct instruction: .60 moderate) Explicit instruction
using Anita Archer's model of explicit vocabulary instruction will be used across different content areas.

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?

Suggestions listed above contain ESSA ratings and/or effect size. All suggestions listed above are aligned
to the district's Comprehensive Evidence Based Reading Plan and aligned to Florida B.E.S.T. ELA standards.

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
Professional learning on providing explicit instruction aligned to the grade-level standardsv will occur for all teachers and paraprofessionals.	Burdette, Kayra, kayra.burdette@osceolaschools.net
Conducting walks to provide specific feedback and coaching on instruction related to vocabulary and phonics instruction.	Burdette, Kayra, kayra.burdette@osceolaschools.net
Literacy Leadership team meetings to review and analyze trend data for instructional walks.	Burdette, Kayra, kayra.burdette@osceolaschools.net
Coaching and mentor support will be provided to teachers based on instructional trend walks.	Pinder, Latricia, latricia.pinder@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.

Methods for dissemination of the SIP and SWP include the school webpage https://www.osceolaschools.net/mces; during School Advisory Council meetings and it will be made available to parents during parent engagment events. This information will be shared by the administrator or designee to parents.

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))

We invite, and strive to involve, all parents, Prek - 5th grade, in the planning, review, and improvement of Title I programs and our Parent and Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan. We use flyers, Remind, Class Dojo, Social Media, our Website, the marquee, and morning announcements to reach as many parents as possible. We will have meetings face-to-face and virtually when applicable. Parents are asked for their input on activities and trainings provided by the school. We use notes from meetings, conversations, and other areas to write our SIP. The principal and assistant principal attend each PTO and SAC monthly meetings. They also attend school events together to continue to build positive relationships with parents, students, employees, and community
members.

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))

PLCs meet weekly to routinely review data and share teaching ideas. Teachers will also review data specifically related to Tier 2 & 3 student data. The MTSS committee reviews attendance data and assigns
specific team members to reach out to students and parents. This committee also reviews academic data
for specific students.

The administration ensures that teachers have all the resources, professional development, and support they need to be effective teachers. New teachers are assigned a mentor for additional support. Administration conducts classroom walkthroughs and formal and informal observations. This provides and
opportunity for timely constructive feedback. The schedule does have time for collaborative planning among
the team as well as the support teachers (VE and intervention) and ELL and Gen. Ed. paraprofessionals.

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))

School leadership team, teachers and school staff are involved in the problem-solving process by analyzing the school data to determine if the goals set from the previous year have been met. The team discusses the implementation of the plan with fidelity and looks for opportunities to implement solutions that address barriers or gaps from the evidence provided. Funding is considered for areas of need. Funding allocatios are reviewed with the school district.

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))

Collaboration with school social worker, school psychologist, school counselors (MH team) with teachers and staff to communicate opportunities for MH referrals. Also providing MH services with parents and stakeholders in cases of individual counseling and crisis counseling for students.

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))

Students are provided with an opportunity to complete lessons in Xello as a portion of their academic instruction. Xello engages every elementary student with content, experiences, and activities carefully designed to encourage age-appropriate career awareness and skills development.

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 schoolwide tiered model to prevent and address problem behavior includes PBIS at tier 1. At this tier we reinforce school-wide expectations, create classroom management plans and school-wide/class incentives for students meeting expectations on a regular basis. Students in need of additional support are referred to the MTSS team for MTSS-B. These is when tier 2 supports for the student are determined based on the students needs. Students in need of tier 3 behavior support are provided with a written plan that is communicated to all adults that support the student during the academic day.

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))

Staff are provided professional learning opportunities vetted by the district in the use of curriuclum programs to include Benchmark, Dreambox, Lexia. Professional development is provided by school-based contacts on AVID and PBIS based on staff needs and student data. Professional learning is followed up with support during collaborative planning and teachers in need of additional support are provided support through coaching. Paraprofessionals are provided with professional learning days in which they are able to select training based on school needs and district intiatives. Collaborative planning occurs on an ongoing basis for grade-level teams, school-based coaches and administration to plan for the implementation of standards-based instruction.

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))

Students in preschool are provided with opportunities to participate in elementary school programs. Annually we host two days to serve as an open house for students transitioning to kindergarten programs. Local preschool centers are provided with the information about the school and the open house sessions for preschool families. Pre-school students currently enrolled at the school are included in school-wide activities and opportunies that encourage a positive school community.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	**Area of Focus: Instructional Practice: ELA**	$0.00
2	III.B.	**Area of Focus: Instructional Practice: Math**	$0.00
3	III.B.	**Area of Focus: Positive Culture and Environment: Other**	$0.00
4	III.B.	**Area of Focus: Instructional Practice: Science**	$0.00
		Total:	**$0.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No