

School District of Osceola County, FL

Sunrise Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Sunrise Elementary School

1925 HAM BROWN RD, Kissimmee, FL 34746

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.

Sunrise Elementary School is dedicated to meeting the needs of its diverse population through academics, character development, and community involvement.

Provide the school's vision statement.

As a unified school, Sunrise Elementary staff and students will work collaboratively as lifelong learners utilizing all available educational resources to develop critical thinking skills for college and career readiness.

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
Albright, Jennifer	Principal	To administer the programs, facility and personnel of Sunrise and develop positive school-community relations with parents, students, community members, business partners, and other educational programs.
Farrell, Matthew	Assistant Principal	Coordinating use of school facilities for day-to-day activities and special events. Collaborating with teachers and coaches to ensure curriculum standards are being implemented with fidelity. Observing teachers and evaluating learning materials to determine areas where improvement is needed. Oversee school safety and school-wide discipline.
Bagley, Susan	Dean	The Dean of Students is directly responsible to the principal, with broad responsibilities to supervise school discipline data, and ensure and promote school safety. Serves as a liaison between and among the principal, teachers, student body, and members of the community
Diaz, Christine	Reading Coach	Collaborates with the team to plan and deliver quality professional learning and specific feedback aligned to the needs of the school and staff. Supports the development of high-quality, standards-based instruction in Reading; Supports and mentors teachers through the use of the coaching cycle; provides training and support in the use of collecting data, assessment, tracking students' progress, using the data to drive classroom instruction, and providing interventions. Supports the school in using data to plan, implement and track the effectiveness of interventions (iii).
Moore, Morgan	Math Coach	Collaborates with the team to plan and deliver quality professional learning and specific feedback aligned to the needs of the school and staff. Supports the development of high-quality, standards-based instruction in the areas of Math and Science; Supports and mentors teachers through the use of the coaching cycle; provides training and support in the use of collecting data, assessment, tracking students' progress, using the data to drive classroom instruction, and providing interventions. Supports the school in using data to plan, implement and track the effectiveness of interventions (iii).
Seabolt, Amanda	Other	provides instructional support for staff through mentoring, co-planning, co-teaching, modeling lessons, and providing feedback; assists the leadership team with implementing instructional programs and targeted strategies through mentoring staff on a weekly basis.
Arzola, Norma	School Counselor	Utilizes technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program. Uses legal and ethical decision-making based on standards and principals of the school

Name	Position Title	Job Duties and Responsibilities
		counseling profession and educational systems, including district and building policies. Promote and support a safe school environment
Hasbun, Nataly	Staffing Specialist	RCS- checks IEP dates to make sure they are scheduled within compliance, reviews all IEPs/Matrix/Prior Written Notice before finalizing to ensure they are legally compliant; trains all ESE Teachers on compliance, writing IEPs, and providing effective instruction for students with disabilities; trains and models effective instructional techniques for both Regular Education teachers and VE teachers for working with students with disabilities; works with the MTSS Specialist and School Psychologist to identify and gain consent for students who may be eligible for the ESE program; monitor and tracks ESE data, watching for glows and grows in areas of classroom teachers and VE teachers.
Birks-Kilman, Laurel	Other	Testing Coordinator/Interventionist: Oversees and schedules all test sessions; trains all staff to comply with state testing requirements; tracks and ensures testing completion; supports MTSS with providing intervention to targeted students using effective instructional materials and practices.
Marquez, Yesenia	ELL Compliance Specialist	EL Specialist- ensures Compliance of school-wide English Language Learners Program through training staff, monitoring student data, and modeling high-yield instructional strategies to support our ELL population.
Pena Andino, Zahira	Other	provides instructional support for staff through mentoring, co-planning, co-teaching, modeling lessons, and providing feedback; assists the leadership team with implementing instructional programs and targeted strategies through mentoring staff on a weekly basis.

Stakeholder Involvement and SIP Development

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

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

The school invited and worked with our SAC, teachers, parents, students, and community members to plan our family engagement plan for the upcoming school year. The school created, modified, and approved the 2023-2024 Title Compact, as well as the Family Engagement activities and events for the upcoming school year. This plan was presented to our SAC, teachers, parents, students, and community members for input, with their feedback used to improve our 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 SIP will be reviewed monthly at our Stocktake Leadership Meetings, using data to track our progress towards our goals. Each member of the Leadership Team oversees an area specific to our plan, including our special populations and those at risk. During the Stocktake process, the Leadership Team will review data, identify areas of concern, review the action steps linked to the specific goal, and identify root causes. If necessary, additional/new action steps will be added as part of the process.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	86%
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	1	32	31	24	32	29	0	0	0	149	
One or more suspensions	0	2	3	8	7	7	0	0	0	27	
Course failure in English Language Arts (ELA)	0	0	3	22	26	22	0	0	0	73	
Course failure in Math	0	0	2	15	13	16	0	0	0	46	
Level 1 on statewide ELA assessment	0	0	0	3	52	55	0	0	0	110	
Level 1 on statewide Math assessment	0	0	0	2	56	68	0	0	0	126	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	20	15	23	68	0	0	0	0	0	126	
	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	1	2	2	22	52	61	0	0	0	140

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	2	3	3	0	0	0	0	0	9
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	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	3	24	20	22	0	0	0	69	
Course failure in Math	0	0	2	10	20	15	0	0	0	47	
Level 1 on statewide ELA assessment	0	0	0	5	42	54	0	0	0	101	
Level 1 on statewide Math assessment	0	0	0	6	50	73	0	0	0	129	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	3	17	18	0	0	0	38

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	0	4	0	0	0	0	0	8
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	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	3	24	20	22	0	0	0	69	
Course failure in Math	0	0	2	10	20	15	0	0	0	47	
Level 1 on statewide ELA assessment	0	0	0	5	42	54	0	0	0	101	
Level 1 on statewide Math assessment	0	0	0	6	50	73	0	0	0	129	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	3	17	18	0	0	0	38

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	0	4	0	0	0	0	0	8
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*	42	44	53	44	48	56	44		
ELA Learning Gains				51			44		
ELA Lowest 25th Percentile				43			31		
Math Achievement*	36	46	59	38	44	50	40		
Math Learning Gains				45			40		
Math Lowest 25th Percentile				30			24		
Science Achievement*	37	43	54	38	46	59	46		
Social Studies Achievement*					55	64			
Middle School Acceleration					42	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	54	59	59	65			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)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	216
Total Components for the Federal Index	5

2021-22 ESSA Federal Index

Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	354
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	20	Yes	2	1
ELL	32	Yes	2	
AMI				
ASN				
BLK	36	Yes	1	
HSP	43			
MUL	25	Yes	1	1
PAC				
WHT	56			
FRL	39	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	33	Yes	1	
ELL	38	Yes	1	
AMI				
ASN				
BLK	45			
HSP	43			
MUL				
PAC				
WHT	53			
FRL	41			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			36			37					54
SWD	17			9			11				5	43
ELL	25			21			26				5	54
AMI												
ASN												
BLK	40			27			39				5	42
HSP	41			35			34				5	55
MUL	30			20							2	
PAC												
WHT	52			48			56				5	70
FRL	39			32			30				5	52

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	51	43	38	45	30	38					65
SWD	29	44	43	21	27	21	19					56
ELL	32	50	42	23	36	27	30					65
AMI												
ASN												
BLK	35	54	54	30	47	42	36					60
HSP	43	49	42	35	43	28	36					65
MUL												
PAC												
WHT	54	56		53	54		46					
FRL	41	48	38	32	42	27	34					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	44	44	31	40	40	24	46					59
SWD	23	11	20	21	26	18	28					44
ELL	33	42	33	31	45	33	31					59
AMI												
ASN												
BLK	43	52		35	33		46					
HSP	40	35	31	34	36	24	36					58
MUL	20			30								
PAC												
WHT	64	60		61	56		68					
FRL	39	36	23	33	36	25	40					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	38%	44%	-6%	54%	-16%
04	2023 - Spring	42%	49%	-7%	58%	-16%
03	2023 - Spring	40%	44%	-4%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	49%	-8%	59%	-18%
04	2023 - Spring	35%	48%	-13%	61%	-26%
05	2023 - Spring	31%	41%	-10%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	40%	-5%	51%	-16%

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 which showed the lowest performance was our ESE students. They scored below 25% in all subjects and grade levels. When examining our students with disabilities over the course of several years, they underperform when compared to typical peers (specific to overall proficiency in Math, ELA, or Sci), with the achievement gap widening each year. Some of the contributing factors include a VE vacancy for several months.

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

Our ELL students showed the greatest decline in Math compared to all other sub-groups/areas. The overall proficiency in Math for our ELL students dropped from 54% (2022) to 23% (2023). We believe that the tier 1 instruction, the intervention model/schedule, and the materials utilized all contributed to the lack of success. For the upcoming 2023-2024 school year, we have changed the way we group, schedule, and provide interventions. We also strengthened our Tier 1 instruction plan to utilize specific instructional materials and strategies to provide the necessary support.

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.

Our students exhibited the largest gap (vs State Avg) in Math. The state average was 55% proficient, with only 31% of our students reaching proficiency. We believe the lack of effective Tier 1 instruction combined with large gaps in conceptual understanding and math fluency from previous grades all played a role in the achievement gap. While 5th grade Math had the largest gap, 4th grade and 3rd grade also exhibited large gaps when compared to the state average in Math.

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

While the majority of our data either stayed the same or declined, our students experienced significant gains in Math with the implementation of a CIM model from January to May, utilizing specific, targeted instruction along with weekly assessments to track student progress by standard. When examining our 3rd grade Math data, 78% of the students targeted in CIM were proficient, compared to only 45% of students who were not targeted in CIM. In 4th grade Math, 57% of the CIM students were proficient, whereas only 40% of all other 4th grade students were proficient in Math. In 5th Grade, 70% of CIM students were proficient, whereas only 35% of all other 5th grade students were proficient.

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

The largest area of concern was the number of students who scored a level 1 in Math or Reading. Based upon the data, 129 students scored a level 1 in Math and 102 scored a level 1 in Reading. The majority of the students scoring a level 1 are in 4th or 5th grade. The concern is the disconnect between the low numbers of students scoring a level 1 in 3rd grade, but a drastic increase of level 1's in 4th and 5th grade.

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

Our priorities for the upcoming year (in order) are:

- 1) Effective Tier 1 instruction/small groups in ELA
- 2) Effective Tier 1 instruction/small groups in Math
- 3) Implementation of Science SEP's rotation (5th grade)
- 4) Effective ESE and ELL instructional strategies/support
- 5) Implementation of behavior interventions (preventative)

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.

Looking at our overall ELA proficiency on FAST, we averaged a 40% across grades 3-5 in 2022-2023. The data also suggests a year over year decline in the number of students proficient for the past several years.

Measurable Outcome:

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

Our goal is to increase the level of students proficient on the FAST (PM3) to 53%.

Monitoring:

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

We will implement the use of "Checks for Understanding" provided by the district to check and monitor the level of student proficiency by standard weekly. This data will be used by the Reading Coach and the Leadership Team to review progress weekly and monthly. The Leadership team will also use PM1 and PM2 (FAST) to monitor student proficiency and growth towards achieving our goal. Our team will add additional steps as needed during monthly stocktakes meeting when the progress is reviewed.

Person responsible for monitoring outcome:

Christine Diaz (christine.diaz@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.)

We will be implementing Pre-Teaching lessons with weekly assessments (T2), along with weekly checks for understanding (T1 and T2). We will also use Magnetic Reading, Benchmark Interventions, and Lexia standards-based lessons for T2. For T3, we are utilizing Words their Way and Lexia Individual Pathways for T3.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Open Court has a strong impact rating (What works Clearinghouse), Lexia Core5 has a promising impact rating (ESSA Rating), Pre-Teaching lessons have a strong impact rating (Visible Learning effect size).

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.

Literacy Coach will provide three trainings on implementation of Benchmark curriculum in the classroom and alignment to the B.E.S.T standards within the Units.

Person Responsible: Christine Diaz (christine.diaz@osceolaschools.net)

By When: September, November, and January

The LEAD Team will conduct weekly walk-throughs using the Look-For tool to track the implementation of Benchmark, Lexia, and Open Court.

Person Responsible: Christine Diaz (christine.diaz@osceolaschools.net)

By When: September 15th

Kindergarten thru Second Grade will receive professional development for Open Court (for new teachers)

Person Responsible: Christine Diaz (christine.diaz@osceolaschools.net)

By When: By September 2023

The Literacy Coach will provide a PD on best practices strategies for increasing student engagement through quality instruction to improve student literacy.

Person Responsible: Christine Diaz (christine.diaz@osceolaschools.net)

By When: October 30th

Literacy Coach will provide training on Magnetic Reading and UFLI to help instructional staff differentiate small group instruction and target specific needs.

Person Responsible: Christine Diaz (christine.diaz@osceolaschools.net)

By When: November 15th

The Literacy Coach will provide professional development to grades 3-5 on the implementation of Open Court

Person Responsible: Christine Diaz (christine.diaz@osceolaschools.net)

By When: October 30th

Identify and implement a model classroom to use for peer modeling/mentoring/instructional support.

Person Responsible: Christine Diaz (christine.diaz@osceolaschools.net)

By When: November 1st

Literacy coach will provide PD and support via a collaborative planning day on the implementation of WICOR strategies

Person Responsible: Christine Diaz (christine.diaz@osceolaschools.net)

By When: October 1st

The literacy coach will meet monthly with the MTSS team to identify students who need additional academic support in Reading.

Person Responsible: Christine Diaz (christine.diaz@osceolaschools.net)

By When: October 1st

The LEAD team will collect and review CIM data 2x a month to monitor and track it's implementation and effect.

Person Responsible: Christine Diaz (christine.diaz@osceolaschools.net)

By When: September 8th

Paras will present pre-teaching lessons for all grades 4x a week

Person Responsible: Christine Diaz (christine.diaz@osceolaschools.net)

By When: September 1st

#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.

On PM3 (FAST), only 40% of our 3rd - 5th graders were proficient. Based upon historical data, the year-over-year data shows an overall steady decline in the number of students who are proficient.

Measurable Outcome:

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

Our goal is for 58% of our 3rd-5th grade students are proficient based upon PM3- FAST.

Monitoring:

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

We will utilize the Math CIM calendar (Weekly Math Checks), Unit Assessments, PM1, and PM2 to track student progress linked to specific state standards.

Person responsible for monitoring outcome:

Morgan Moore (morgan.moore@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.)

Tier 1 will utilize CIM to support ALL students. For Tier 2, we will utilize the Hand2Mind Intervention Kits in small groups. For Tier 3, we will utilize Dreambox as an individual pathway and small-group lessons.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

John Hattie's (Visible Learning) research indicates that math manipulatives have an effect size of .30 with the Math program (Dreambox) having an effect size of .59.

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 2 - Moderate 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.

Professional Learning Teams- will meet 4x monthly to review standards, plan lessons utilizing high-impact learning strategies, and review data to drive instruction.

Person Responsible: Morgan Moore (morgan.moore@osceolaschools.net)

By When: August 16th

The Math Coach will work with Carnegie to identify teachers and provide them with collaborative coaching opportunities with feedback. This will occur based upon the schedule with Carnegie (22 sessions for the year).

Person Responsible: Morgan Moore (morgan.moore@osceolaschools.net)

By When: September 15th

PLT's will implement small-group instruction during Math iii time. The small groups will consist of hand2mind materials, Dreambox, CUPS, and other highly effective materials.

Person Responsible: Morgan Moore (morgan.moore@osceolaschools.net)

By When: September 1st

We will provide all grade levels with planning days/sessions to collaboratively plan with the Academic Coaches at least 1x per quarter.

Person Responsible: Morgan Moore (morgan.moore@osceolaschools.net)

By When: Begin by September 6th

All instructional staff will implement, post, and utilize learning trackers- as evidenced by walk-through data.

Person Responsible: Morgan Moore (morgan.moore@osceolaschools.net)

By When: September 1st

LEAD Team will walk classrooms weekly using the Look-For tool to identify and track the fidelity of implementation of curriculum and materials.

Person Responsible: Morgan Moore (morgan.moore@osceolaschools.net)

By When: September 15th

Instructional coach will provide professional development on how to utilize and implement WICOR strategies in teacher planning.

Person Responsible: Morgan Moore (morgan.moore@osceolaschools.net)

By When: October 30th

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

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

Only 35% of students in 5th grade were proficient on the Science state assessment. Additionally, data indicates that our overall Science proficiency has been decreasing year-over-year.

Measurable Outcome:

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

Our goal is to increase our 5th Grade Science proficiency to 51% on the State Assessment in May of 2024.

Monitoring:

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

We will utilize NWEA Science data in August, December, and the MOCK EOC in March to monitor student progress. We will also utilize common formative assessments to track student performance on specific standards and provide interventions based upon the data. We will also walk Science classrooms and collect data using the walk-through tool to identify specific strategies that need support.

Person responsible for monitoring outcome:

Laurel Birks-Kilman (laurel.birskilman@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.)

We will utilize STEM curriculum (PITSCO and Paxton Patterson) to support building Science proficiency from K to 5th over time as a block rotation. In addition, we are going to provide a Science remediation rotation to help students increase their Science proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Hattie's Research (Visible Learning) indicates that technology in Science, simulations, and discovery-based learning both are likely to have a positive impact on student achievement.

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.

PLTs will meet 4x a month to identify needs, collaborate on high yield strategies for Tier 1 and differentiated instruction taking place in the classroom. Ensure skills are delivered with accuracy, that the guaranteed and viable curriculum is used effectively, and that the curriculum unit plans guide instructional pacing with fidelity.

Person Responsible: Morgan Moore (morgan.moore@osceolaschools.net)

By When: September 30th

The Math/Science coach will identify teachers and provide collaborative coaching in conjunction with Carnegie monthly.

Person Responsible: Morgan Moore (morgan.moore@osceolaschools.net)

By When: September 15th

The Science Coach will provide PD on the 5E model

Person Responsible: Morgan Moore (morgan.moore@osceolaschools.net)

By When: September 30th

Agri-Sci hour will be implemented monthly, with each grade working on a project-based learning activity with their class.

Person Responsible: Laurel Birks-Kilman (laurel.birkskilman@osceolaschools.net)

By When: September 30th

The Lead Team will conduct classroom walk-throughs to ensure task-to-target alignment in instruction.

Person Responsible: Morgan Moore (morgan.moore@osceolaschools.net)

By When: Lead team will begin utilizing the Look-For tool during observations by Sept 15th

3rd - 5th grade Teachers will implement a problem of the day in all grade levels.

Person Responsible: Morgan Moore (morgan.moore@osceolaschools.net)

By When: By September 30th

Teachers will give monthly common formative assessments in Science

Person Responsible: Morgan Moore (morgan.moore@osceolaschools.net)

By When: September 15th

Birks-Kilman will implement a Science intervention for targeted students, providing opportunities for the students to investigate through inquiry, participate in hands-on learning, conduct experiments, develop models and engage in simulations weekly.

Person Responsible: Laurel Birks-Kilman (laurel.birkskilman@osceolaschools.net)

By When: Sept 30th

We will provide collaborative planning sessions for each grade level to work/plan with the Math/Sci Coach.

Person Responsible: Morgan Moore (morgan.moore@osceolaschools.net)

By When: September 15th

#4. ESSA Subgroup specifically relating to English Language Learners**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.

Our average in Math, ELA, and Science is 24% (proficiency) for our ELL learners. There is a large gap between our average students and our special populations.

Measurable Outcome:

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

We will increase our proficiency in Math/ELA/Science among our ELL learners to 41% (as measured by state assessments).

Monitoring:

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

We will monitor our progress utilizing the weekly checks for understanding in Math and Reading twice monthly. We will monitor the science data using the unit assessments.

Person responsible for monitoring outcome:

Yesenia Marquez (yesenia.marquezjimenez@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.)

John Hattie's Visible Learning research states that pre-teaching lessons have an effect size of .93- strong.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Pre-teaching lessons have a high evidence/strong correlation to student success, especially among LY students.

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. Students will be trained on how to use their dictionaries, glossaries, and cognates list.

Person Responsible: Yesenia Marquez (yesenia.marquezjimenez@osceolaschools.net)

By When: All students will be trained on glossaries and dictionaries by November 1, 2023.

The MTSS Coach and EES will train the para-professionals on how to implement and deliver T2 intervention lessons during ELA block.

Person Responsible: Yesenia Marquez (yesenia.marquezjimenez@osceolaschools.net)

By When: September 1 2023

Language Power will be implemented for NES and low LES students weekly (given by paras).

Person Responsible: Yesenia Marquez (yesenia.marquezjimenez@osceolaschools.net)

By When: Paras will begin implementing Language Power by October 2nd, 2023.

4. EES and ERT will provide training to teachers on language goals to promote the use of language and student understanding within the different language domains across all subject areas.

Person Responsible: Yesenia Marquez (yesenia.marquezjimenez@osceolaschools.net)

By When: October 31, 2023

5. EES and ERT will provide training on WIDA Can Do Descriptors to help teachers understand the different language domain levels and increase the number of students moving forward to the next levels.

Person Responsible: Yesenia Marquez (yesenia.marquezjimenez@osceolaschools.net)

By When: October 31, 2023

LEAD team will walk classrooms to track data on the implementation of LY scaffolds- including use of dictionaries, glossaries, cognates, language goals, and more.

Person Responsible: Yesenia Marquez (yesenia.marquezjimenez@osceolaschools.net)

By When: The Lead Team will begin walking classrooms with the Look-For tool no later than Sept. 15th

An ELL Action Team will be established. The EES will provide training and strategies to members of the Action Team monthly on implementing data-based instruction related to the ELL subgroup.

Person Responsible: Yesenia Marquez (yesenia.marquezjimenez@osceolaschools.net)

By When: The ELL action team will be implemented no later than September 15th

The EES will identify classrooms with high populations of LY/NES students for additional support via a para-push in.

Person Responsible: Yesenia Marquez (yesenia.marquezjimenez@osceolaschools.net)

By When: August 21st

#5. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

We had a total of 192 referrals for the 2023-2024 school year. Of the 192 referrals, 70 (37%) included an out-of-school suspension. 8 students accounted for 65 of the 192 referrals. The data suggests that we have repeat offenders and that we are not successfully implementing proactive strategies to support students before they accumulate multiple referrals.

Measurable Outcome:

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

Our goal is to decrease the number of students who have multiple referrals by 20%. Our target is for fewer than 13 students to have more than 3 referrals.

Monitoring:

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

MTSS will meet twice monthly to review students in Tier 2 and Tier 3 behavior, as well as review any teacher requests for reviews based upon behavior concerns. Teacher requests, referral counts, and data collected from BIPS will be used to track progress and determine if additional interventions/steps are needed for each student.

Person responsible for monitoring outcome:

Susan Bagley (susan.bagley@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.)

We are going to implement a mentoring program, utilize small groups utilizing curriculum (including Second Step, Skill Streaming, and Zones of Regulation) with counselors, implement restorative practices, and train staff to implement stronger tier 1 practices for managing behaviors and building better relationships between teachers/staff. The mentors will meet weekly with their mentee and track the dates they meet with them. Research suggests that school-based mentoring has a strong positive academic, behavioral, and social impact on the participants. (Herrera, Kauh, Cooney, Grossman, & McMaken (2007). Research also shows that Second Step has a strong impact on academic performance and a promising impact on behavior and social skills (Low, Cook, Smolkowski & Buntain-Ricklefs (2015)).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research suggests that school-based mentoring has a strong positive academic, behavioral, and social impact on the participants. (Herrera, Kauh, Cooney, Grossman, & McMaken (2007). Research also shows that Second Step has a strong impact on academic performance and a promising impact on behavior and social skills (Low, Cook, Smolkowski & Buntain-Ricklefs (2015)).

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.

Implement a mentoring program partnering each at-risk student with an adult on campus, meeting weekly to provide support and help them develop positive relationships.

Person Responsible: Susan Bagley (susan.bagley@osceolaschools.net)

By When: Aug. 30, 2023

Counselors will provide weekly support to targeted students using intervention programs (including Quaver, Skill Streaming, Second Step, Zones of Regulation, and more). The students will be targeted based upon MTSS feedback, data from referrals and BIPs, as well as Panorama.

Person Responsible: Norma Arzola (norma.arzolacardin@osceolaschools.net)

By When: All intervention groups will begin no later than 10/1/2023

Teachers will be provided with professional development on strategies and tools they can use to work with students who have challenging behaviors or special needs.

Person Responsible: Matthew Farrell (matthew.farrell@osceolaschools.net)

By When: This will occur no later than October 13th.

We will host quarterly PBIS events for students to utilize their sunsational dollars

Person Responsible: Norma Arzola (norma.arzolacardin@osceolaschools.net)

By When: Events will occur within 2 weeks of the end of each quarter: Q1- Oct 29th Q2- Jan 12th Q3- March 29th Q4- May 31st

The counselors will identify students in need of support (via Panorama) and will implement small groups/ interventions to provide support.

Person Responsible: Norma Arzola (norma.arzolacardin@osceolaschools.net)

By When: Groups will begin no later than Oct 1st

We will implement the use of the safety patrol team to assist dismissal and arrival.

Person Responsible: Matthew Farrell (matthew.farrell@osceolaschools.net)

By When: September 15th

Counselors will meet monthly with ASD teachers to review and provide training on the social skills curriculum (Zones of Regulation).

Person Responsible: Norma Arzola (norma.arzolacardin@osceolaschools.net)

By When: Monthly

#6. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

An average of 13% percent are proficient in Math/ELA/Sci. They are far from the school average of 40%.

Measurable Outcome:

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

Our goal is for our SWD to increase to an average of 41% across Math/ELA/Sci as measured by state assessments.

Monitoring:

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

We will monitor monthly assessments to identify student progress on weekly checks and common unit assessments implemented in Math, Science, and ELA.

Person responsible for monitoring outcome:

Nataly Hasbun (nataly.hasbun@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.)

The leadership team will ensure that all action steps are being implemented with fidelity by analyzing assessment data, observations, tracking academic progress, and teacher feedback. Educators will pre-teach and administer pretest and a posttest to ensure growth.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The final step in bridging the gap between research and practice is reliably gauging the impact on research-based practices on individual learners and making appropriate instructional decisions based on those data (Bateman & Yell, 2019).

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.

An Exceptional Student Education (ESE) Action Team will be established.

Person Responsible: Nataly Hasbun (nataly.hasbun@osceolaschools.net)

By When: September 2023

During the monthly Action Team, the RCS will obtain qualitative data in the form of teacher feedback regarding ESE student academic, social, behavior, and emotional progress. Instructional changes will be made based on the qualitative data obtained.

Person Responsible: Nataly Hasbun (nataly.hasbun@osceolaschools.net)

By When: September 30th

ESE teachers will receive professional development on how to use/implement CUPS and BEST standards.

Person Responsible: Nataly Hasbun (nataly.hasbun@osceolaschools.net)

By When: October 15th

General education teachers will receive training/PD on how to read and correctly implement an IEP.

Person Responsible: Nataly Hasbun (nataly.hasbun@osceolaschools.net)

By When: October 1st

The Lead Team will walk-through classrooms using the Look-For tool to track the implementation of ESE scaffolds and best-practices.

Person Responsible: Nataly Hasbun (nataly.hasbun@osceolaschools.net)

By When: September 15th

ASD teachers will implement and utilize the Zones of Regulation daily in their classrooms.

Person Responsible: Nataly Hasbun (nataly.hasbun@osceolaschools.net)

By When: August 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).

We utilized our Title funds to fund two instructional coaches, 1 para-professional, 1 ELL para-professional, and 2 interventionist allocations. Our instructional coaches are key in building teacher capacity to implement effective instructional practices which will support our ELLs and SWDs. Our ELL para-professional and regular para-professional are utilized to provide interventions and additional support in classrooms- especially supporting our struggling learners. Our interventionist positions are broken up between 4 staff members who spend half of their day providing interventions to targeted students- including our ELL's and SWD's.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

Based upon the STAR Reading Data from 2023, an average of 44% of our K-2nd grade students are below the 40th percentile rank (Renaissance Place). 61% of Kinder students were proficient, 59% of 1st graders were proficient, and 55% of 2nd graders were proficient. Ensuring our students have a strong foundation in literacy is critical to their future success.

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

Based upon the FAST ELA data, an average of 58% of our 3rd - 5th grade students are below grade level (3rd = 57%, 4th=56%, and 5th=62%). This is a critical need, as our students lack the foundation needed to succeed in future grades.

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

The average proficiency score on STAR Reading will increase 7%. Kinder will increase to 68% proficient, 1st grade will increase to 66% proficient, and 2nd grade will increase to 62% proficient.

Grades 3-5 Measurable Outcomes

The average proficiency score on FAST will increase 9% (3rd grade will increase to 52% proficient, 4th grade will increase to 53% proficient, and 5th grade will increase to 47% proficient).

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Administration, leadership team, and Literacy Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of PLC Team weekly.
2. School Stocktake meetings will take place monthly in which the Literacy Coach will report progress to the Administration on the area of focus for this school year.
3. Formative Assessments as well as district administered progress monitoring assessments (F.A.S.T., Pre-Teaching data from Intervention, and CIM) will be used to measure and track student learning throughout the year. The data collected will be analyzed and used to design professional learning and coaching opportunities based on teachers' needs.
4. Utilize the NEST tool to identify classroom trends and areas of immediate support.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Diaz, Christine , christine.diaz@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?

We will be implementing UFLI Foundations, Pre-Teaching Lessons, FCRR student center activities, Open Court, Benchmark Reading Interventions, and Lexia Core5 for Reading Interventions. Of the interventions, FCRR, Pre-Teaching lessons, Open Court, and Lexia Core5 all have a strong correlation with evidence and are used for our T3 students. Benchmark Reading Interventions, and UFLI have been identified in the Osceola County School District's Reading Plan as multi-sensory interventions for students with a substantial reading deficiency. The data collected from the interventions will be reviewed monthly to review student progress and drive future interventions based upon the needs of the individual students.

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?

Literacy screening for all students provides educators with the opportunity to support them in becoming proficient readers. Access is contingent upon effective screening and responding to resultant data with a prescriptive data-based decision-making process (DBDM). Schools with effective Multi-tiered Systems of Support (MTSS) models screen all students at least three times a year with an evidence-based screening assessment. (Pirani-McGurl, C., Leonard, K., Cohen-Goldberg, S., Soule, K., & Burns, D. (2022).) FCRR has moderate to high effect sizes based upon the component used (Visible Learning), Open Court has a strong effect (What Works Clearinghouse), and the Pre-Teaching lessons have a strong effect size (Visible Learning).

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
Para-professionals will implement Pre-Teaching lessons in all classrooms Grades 1-5 for our Tier 1 students during intervention time. This ensures that we are providing additional support to all students and not only our Tier 3 students. The data collected from the pre-tests will help identify what gaps and needs the students have and will drive the components of the Pre-Teaching lessons implemented.	Diaz, Christine , christine.diaz@osceolaschools.net
Teachers will implement UFLI, FCRR Student Center Activities, and Benchmark Interventions as part of the T2/T3 interventions implemented during intervention. The data will be collected monthly to identify the specific needs of the individual students and used to plan corresponding interventions.	Henry, Melissa, melissa.henry@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.

The SIP will be shared with teachers, staff, parents, students, SAC and community stakeholders through our Title night in September. We will advertise the event on social media, send home flyers, post it on

the marquee, and send out via remind. We will provide copies of the plan in multiple languages and will provide opportunities for stakeholders to ask questions and provide feedback.

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 have planned multiple events to engage and support parents. We have planned family engagement nights for ELA to help parents learn how to support their children in Reading while also taking part in fun Reading activities. We planned a STEM night for parents and students to participate in fun Science activities which support the foundational concepts in Science. We also planned a Math night to help students engage in fun Math concepts while also helping parents learn how to support their children in Math. We are also promoting our Title 1 nights and our SAC committee, encouraging parents, families, and community members to join and attend, giving them a voice in how the school operates.

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)

Our focus is on improving tier 1 instruction by increasing the implementation of effective instructional practices along with collaboration among the Professional Learning Teams. We implemented a schedule which provides for both Math and ELA intervention time. We are also providing planning days for teachers to work with our instructional coaches to review and implement high-quality instructional resources along with research-based interventions for Math and Reading.

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))

Sunrise Elementary School coordinates the development of the School Improvement Plan alongside several federal, 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; and Perkins Career and Technical Education for the implementation of postsecondary opportunities and experiences.

Optional Component(s) of the Schoolwide Program Plan

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

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

Our counselors use Panorama to help identify students who need additional support through small groups. The counselors work with small groups on a variety of skills weekly, including social skills. The counselors use curriculum including Zones of Regulation and Skill Streaming to assist students. We have also implemented a mentoring program for students who we have identified as "at risk." Staff meet

weekly with their mentees to provide the additional support. We also provide mental health referrals for families when counselors identify a need.

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))

We utilize Zello, which is a digital program used to engage students with activities and experiences designed to build their awareness of different career fields (and the skills needed for that field). The program is progressive, as the students build on different career fields by grade level as they move through Elementary School. The program is continuous from Kinder all the way through 12th grade.

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).

We utilize PBIS as our tier 1 support. By utilizing positive reinforcement, we can try to reward students for following expectations. For additional support, we have implemented a mentoring program for students who were identified as "at risk." The mentoring program is also designed to be pro-active by providing support. We also are implementing small groups for students who need support- such as social skills. We also utilize programs such as Second Step and Zones of Regulation for T2 and T3. For students in T2 and T3, we review their data monthly to determine if the intervention is working and examine new interventions if the data suggests the current intervention is not successful.

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))

Using data, we identified specific areas of need- including our ESE Best Units, our ELLs, and Math. Based upon the areas of improvement, we created a plan to provide training and support. For 2nd and 3rd grade Math, we are training our teachers on how to use and implement ONP. We are also training 4 paras to push in 1st and 3rd grade Math during intervention to provide additional support to our classes with high ESE and ELL populations. We are also providing training to our new ESE BEST teachers, including de-escalation strategies, Zones of Regulation training, how to use and implement choice boards, as well as training and monthly support from our instructional coaches on how to use and implement the BEST curriculum. We also trained all of our para-professionals on how to implement Pre-Teaching lessons and have them supporting grades K-5, utilizing Pre-Teaching in grades 1-5 during intervention time. The trainings and support will help build teacher capacity and provide our students with the additional support they need.

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))

We provide our PreK teachers with professional development and support so they implement the same instructional strategies and practices that we use in our regular classrooms. By using the same strategies and practices (including PBIS, STARS expectations, AVID, etc.), our Pre-K students are familiar with the expectations and practices we implement across all classrooms in Kinder - 5th before they graduate from PreK.