

School District of Osceola County, FL

East Lake Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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East Lake Elementary School

4001 BOGGY CREEK 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.

East Lake Elementary will be the number one school in Osceola County for student achievement, integrity, and compassion, and culture.

Provide the school's vision statement.

East Lake Elementary School will work together with the school community to reach or go beyond grade-level expectations in academic and social-emotional skills.

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
Telemko, Beth	Principal	<p>Principal duties and responsibilities include:</p> <ul style="list-style-type: none"> -provide a common vision and language for the continued use of data-based decision making -provide needed resources and materials to ensure optimum levels of program success -provide and coordinate valuable and continuous professional development -attend MTSS team meetings to be active in the MTSS change process -conduct classroom walkthroughs to monitor fidelity Tier 1 and interventions during iii time. -communicate consistent and clear message to parents and staff regarding MTSS plans and procedures at the site
Soto, Amanda	Assistant Principal	<p>Assistant Principal responsibilities include:</p> <ul style="list-style-type: none"> -provide a common vision and language for the continued use of data-based decision making -provide needed resources and materials to ensure optimum levels of program success -provide or coordinate valuable and continuous professional development -attend MTSS team meetings to be active in the MTSS change process -conduct classroom walkthroughs to monitor fidelity of interventions in use -communicate consistent and clear message to parent and staff regarding MTSS plans and procedures at the site
Moreta, Gladys	Instructional Coach	<p>Literacy Coach responsibilities include:</p> <ul style="list-style-type: none"> -model and coach teachers in Tier 1 instructional strategies -collect school-wide data for teams to use in determining at risk students -attend MTSS team meetings -train teachers in interventions, progress monitoring, and differentiated instruction -coach teacher in appropriate Tier 2 and Tier 3 interventions -participate in decisions regarding student placement in MTSS programs and levels of intervention
Becerra, Helayne	Instructional Coach	<p>Math/Science Coach responsibilities include:</p> <ul style="list-style-type: none"> -model and coach teachers in Tier 1 instructional strategies -collect school-wide data for teams to use in determining at risk students -attend MTSS team meetings -train teachers' interventions, progress monitoring, differentiated instruction

Name	Position Title	Job Duties and Responsibilities
Glasheen, Jennifer	Instructional Media	Media Specialist responsibilities include: -managing reading materials for classroom and media center libraries -attend MTSS team meetings -participate in decisions regarding student placement in MTSS programs and levels of intervention -coordinate PLT meetings and manage PLT agendas
Poole, Stacey	Curriculum Resource Teacher	Testing Coordinator/MTSS Coach responsibilities include: -schedule and manage various testing schedules -participates in MTSS team meetings
MacMillan, Michelle	ELL Compliance Specialist	The ELL Compliance Specialist responsibilities includes: -support teachers in lesson development and ELL supports -support and monitor paraprofessionals working with ELL students -support our Dual Language Program -support and monitor ELL students in the MTSS -participate in decisions regarding student placement in MTSS programs and levels of intervention
Blades, Kathy	Staffing Specialist	The Resource Compliance responsibilities include: -oversee and support the exceptional student education program -meet with parents to ensure all aspects of ESE are in compliance and student needs are met -monitor ESE students receiving interventions -participate in decisions regarding student placement in MTSS programs and levels of intervention

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.

All stakeholders are able to provide input into the school improvement plan. The Leadership team provides input during Stocktake meetings. Teachers, school staff, parents, students, business partners, and community members are invited to our School Advisory meetings and are encouraged to provide input. The input from these meetings impacts events we hold at school to support the school-community relationship. The input also supports how we can utilize resources - human, monetary, and/or resources available to promote student achievement.

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))

Our school's SIP will be monitored during monthly Stocktake meetings. During the Stocktake meetings, targeted data will be analyzed and discussed with its relationship to the SIP. As the year progresses and data is not moving in the right direction, the school improvement plan can then be adjusted to ensure we are meeting our targeted goals. Each month when data is reviewed we will be measuring this against the goals, cut scores shared by the district as well as individual student progress in the MTSS process to ensure that students are receiving the supports they need. MTSS meetings are scheduled every 5-6 weeks to discuss student progress with multiple data points from the classroom, intervention time, district created assessments and school based CIM assessments to target supports needed.

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	82%
2022-23 Economically Disadvantaged (FRL) Rate	90%
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	20	15	25	17	24	0	0	0	101	
One or more suspensions	0	2	0	1	5	8	0	0	0	16	
Course failure in English Language Arts (ELA)	0	0	0	11	12	31	0	0	0	54	
Course failure in Math	0	0	0	12	2	9	0	0	0	23	
Level 1 on statewide ELA assessment	0	0	0	2	24	50	0	0	0	76	
Level 1 on statewide Math assessment	0	0	0	2	28	45	0	0	0	75	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	21	51	40	38	0	0	0	0	0	150	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	1	9	10	34	0	0	0	56

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	2	0	0	0	0	0	3
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	34	36	39	34	28	26	0	0	0	197	
One or more suspensions	0	1	1	2	0	6	0	0	0	10	
Course failure in ELA	0	0	2	11	1	10	0	0	0	24	
Course failure in Math	0	0	0	6	1	5	0	0	0	12	
Level 1 on statewide ELA assessment	0	0	0	1	34	45	0	0	0	80	
Level 1 on statewide Math assessment	0	0	0	1	50	41	0	0	0	92	
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	2	2	1	8	155	21	0	0	0	189

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	1	3	0	0	0	0	4
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	34	36	39	34	28	26	0	0	0	197	
One or more suspensions	2	0	1	0	0	0	0	0	0	3	
Course failure in ELA	0	0	6	29	12	11	0	0	0	58	
Course failure in Math	0	0	4	10	5	6	0	0	0	25	
Level 1 on statewide ELA assessment	0	0	0	1	34	45	0	0	0	80	
Level 1 on statewide Math assessment	0	0	0	1	50	41	0	0	0	92	
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	8	7	3	0	0	0	18

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	0	4	0	0	0	0	0	6
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*	51	44	53	47	48	56	48		
ELA Learning Gains				53			42		
ELA Lowest 25th Percentile				38			27		
Math Achievement*	58	46	59	50	44	50	43		
Math Learning Gains				55			35		
Math Lowest 25th Percentile				36			33		
Science Achievement*	42	43	54	42	46	59	47		
Social Studies Achievement*					55	64			
Middle School Acceleration					42	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	59	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)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	261
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	48

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	383
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	9	Yes	2	2
ELL	42			
AMI				
ASN	87			
BLK	70			
HSP	48			
MUL	53			
PAC				
WHT	51			
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	1	1
ELL	44			
AMI				
ASN	77			
BLK	57			
HSP	46			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	56			
PAC				
WHT	48			
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	51			58			42					59
SWD	8			17			4				4	
ELL	37			51			28				5	59
AMI												
ASN	84			89							2	
BLK	69			69			71				3	
HSP	46			53			31				5	62
MUL	50			56							2	
PAC												
WHT	53			62			53				4	
FRL	42			49			35				5	60

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	47	53	38	50	55	36	42					62
SWD	7	20	20	8	25	25	15					60
ELL	36	47	43	39	46	48	34					62
AMI												
ASN	78	75		87	69							

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	49	56		64	68		50					
HSP	43	50	41	43	52	40	39					61
MUL	45			67								
PAC												
WHT	58	56		57	53	20	43					
FRL	33	43	38	36	53	36	33					52

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	48	42	27	43	35	33	47					59
SWD	16	25	25	17	36	29	25					70
ELL	37	37	29	36	38	31	32					59
AMI												
ASN	83			89								
BLK	65	40		48	40		50					
HSP	40	37	28	38	33	27	39					59
MUL	73			55								
PAC												
WHT	61	52		51	32		70					
FRL	34	32	29	31	31	27	36					58

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	44%	6%	54%	-4%
04	2023 - Spring	58%	49%	9%	58%	0%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	44%	1%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	66%	49%	17%	59%	7%
04	2023 - Spring	63%	48%	15%	61%	2%
05	2023 - Spring	45%	41%	4%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	40%	1%	51%	-10%

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 lowest performance was in ELA. Incoming 2nd now 3rd graders have a 38.7% proficiency from PM 3, 4th grade ELA has a proficiency of 48.24%, and 5th grade has a proficiency of 52.9%. All of these grades 3-5 will meet the 55% proficiency goal on PM3. Contributing factors to last year's performance were new constraints on materials, staff turnover to learn core curriculum and on going professional development.

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

ELA showed the greatest decline in 3rd grade. We had several students who received a level 1 on the new FAST assessment in 3rd grade. This created a greater amount of students who needed to attend summer reading camp in order to qualify for promotion with a good cause exemption. This decline is attributed to the change in portfolio methods raising the requirements for students to meet to be promoted.

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 greatest gap was 1% between our 3rd grade ELA average at 49% and the state average of 50%. Contributing factors to last year's performance were new constraints on materials, staff turnover to learn core curriculum and on going professional development.

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

4th grade ELA made most improvement with 64% proficiency compared to the state at 53% proficiency. We refined and implemented a targeted intervention and MTSS process.

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

The first area of concern is attendance below 90%. The second area of concern is 59 3-5 are below 90% attendance. Our second concern is 30 students in 3rd grade had a course failure in ELA.

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

Targeted ELA tier 1 and MTSS process to support grade 3 students on pathways to promotion.
Supporting subgroups such as ESE with targeted interventions and additional push-in supports.
Monitoring and tracking of reading levels in all grade levels to target skill based needs.

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.

54.8% students were proficient in ELA. Data indicates a need for explicit and intentional small group instruction aligned to the standards and to the specific needs of individual grades and students. 2022/2023 Data in the areas of ELA: Kdg. 72.1, 1st grade 48.6, 2nd grade 38.7, 3rd grade 49.2, 4th grade 62.4, 5th grade 52.9.

Measurable Outcome:

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

Kdg. and 1st grade: 70% of students will be at the 40th percentile or above by PM3, 2nd grade by the end of the school year 53% of the students will reach level 3 or above, 3rd 55% of students will reach level 3 or above, 4th grade 100% of students will reach 55% proficiency, 5th grade 100% of students will reach 65% proficiency.

Monitoring:

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

Teachers will be working with students in small groups addressing their specific needs with on grade level text. Students will be using specific skills and strategies that will assist them in reading, analyzing and comprehending on grade level text. Students use academic language to deepen understanding. All students will have access to Lexia Core 5 during school and after school (ESSA Rating: Promising).

Person responsible for monitoring outcome:

Gladys Moreta (gladys.moreta@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.)

Benchmark Intervention - Comprehension, Fluency (K-96.78%, 1st- 100%, 2nd-85.94%)
 Sonday - ESE intervention system (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; direct instruction: .60 moderate)
 AVID Weekly - enrichment for students
 Open Court - for students who need letters, sounds, and blending (What Works Clearinghouse evidence: Strong)
 Corrective Reading (ESSA Evidence rating: Strong)
 Early Interventions in Reading (What Works Clearinghouse evidence: potentially positive effects)
 Lexia Core 5 (ESSA Rating: Promising)
 Words Their Way (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

MTSS process utilizing FCIM has provided data to tier students to implement the intervention needed to close the achievement gaps.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The Literacy Coach will provide targeted professional development opportunities during Together Thursdays. This will allow teachers to learn, collaborate, and plan for targeted groups and standards based on data. Data will be collected from teacher's checks for understanding to target supports.

Person Responsible: Gladys Moreta (gladys.moreta@osceolaschools.net)

By When: Ongoing Thursdays throughout the year and every 7-10 days when data is pulled for checks for understanding.

MTSS meetings will be conducted to monitor students, interventions, and progress in each grade level. Multiple data points will be analyzed to continue intervention or change intervention, as well as, change MTSS tier. During meetings students will be discussed to move forward in Tiers as Tier 3 gaps are closed.

Person Responsible: Gladys Moreta (gladys.moreta@osceolaschools.net)

By When: Every 5-6 weeks - base line Tier numbers for grade levels and every 5-6 weeks check in to discuss moving students forward in Tiers and or resources being used.

Purposeful planning of AVID strategies to enhance student learning during Tier 1 as well as WICOR Wednesday lessons. Student writing and collaboration will increase per classroom walkthrough tool NEST data reviews.

Person Responsible: Gladys Moreta (gladys.moreta@osceolaschools.net)

By When: Ongoing monthly showcasing new strategies, data reviewed Monthly in Stocktake meetings as on going to discuss classroom walkthrough trends.

Instructional staff will plan and deliver differentiated instruction with varied, research-based instructional strategies following analysis of assessment results to improve literacy proficiency for all students, as evidence by targeted tiered interventions. This information can be found in their small group lesson plans. Reading Coach will email out data weekly from District created assessments - Checks For Understanding.

Person Responsible: Gladys Moreta (gladys.moreta@osceolaschools.net)

By When: Weekly on Wednesdays and weekly as assessments are given

The ESE support in the classroom will occur through the collaboration with the RCS ensuring students are supported in all courses by providing ESE instructional strategies and professional development for teachers. Data will be collected monthly by teacher working with ESE student toward their goals and shared out via ESE Progress Reports.

Person Responsible: Kathy Blades (katherine.blades@osceolaschools.net)

By When: Ongoing, throughout the year - Progress Reports for ESE students will be reviewed by RCS and Administration to monitor progress of IEP goals.

The ELL support in the classroom will occur through the collaboration of ESOL compliance specialist ensuring the students are supported in all courses by providing ELL instructional strategies and professional development for teachers.

Person Responsible: Michelle MacMillan (michelle.macmillan@osceolaschools.net)

By When: Ongoing, throughout the year.

Lead team members will help guide our grade level PLTs to collaboratively make data driven decisions to use the data (formative and from progress monitoring assessments) to discuss student learning gains and plan for professional learning and strategies. PLTs will progress through the 7 stages of PLTs throughout the year as they evaluate themselves with the goal of being a 7 at the end of SY 23-24.

Person Responsible: Beth Telemko (beth.telemko@osceolaschools.net)

By When: Ongoing, throughout the year - PLT review quarterly.

Teachers will intentionally plan using the BEST benchmarks as outlined by district unit plans. The teachers will meet with their professional learning communities to discuss effective strategies to be used with students during the lesson. Checks for understanding data will be monitored and shared with teams to analyze during PLT.

Person Responsible: Gladys Moreta (gladys.moreta@osceolaschools.net)

By When: Ongoing throughout the year that assessments occur about every 7-10 days

#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.

Proficiency for grades 3-5 61.7% Walkthrough data indicates a need for explicit and intentional instruction aligned to the intended learning of the benchmark as well as small group instruction to close the achievement gap. Star Early Math and FAST data from 2022-2023 school year showed K-5 at 65% proficiency. Looking at each individual grade, Kindergarten is at 42.4%, first grade at 70.3%, second grade at 60.57%, third grade at 70.5%, fourth grade at 66.9%, and fifth grade at 47.7%. We will also focus on our students with disabilities increasing their proficiency to 50% achievement.

Measurable Outcome:

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

Our goal for 2023-2024, in Kindergarten is 50%, first grade is 50%, second grade is 72%, third grade is 65.7%, fourth grade is 75%, and fifth grade is 70%.

Monitoring:

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

State FAST, School City based assessments - FCIM, ONP, Unit Assessments, and classroom walkthroughs, ESE IEP Progress Reports.

Person responsible for monitoring outcome:

Helayne Becerra (helayne.becerra@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.)

Reveal reteach with explicit small group instruction is 0.57 effect size, BIG-M supports mathematics teaching specific skills is 0.58, Osceola Numeracy Project mathematics programs have an effect size of 0.59, Manipulative Materials on Math – 0.38, DreamBox ESSA Rating Strong.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

During the MTSS process data was reviewed from the supports provided to close achievement gaps for 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.

Teachers will intentionally plan using the BEST benchmarks as outlined by district unit plans. The teachers will meet with their professional learning communities on Wednesdays to discuss effective strategies to be used with students during the lesson. PLTs will evaluate themselves on the 7 stages of PLCs every quarter.

Person Responsible: Helayne Becerra (helayne.becerra@osceolaschools.net)

By When: Every quarter the 7 stages will be reviewed to how PLCs are working together.

The Math Coach will provide targeted professional development opportunities during Together Thursdays. This will allow teachers to learn, collaborate, and plan for targeted groups and standards based on their data .

Person Responsible: Helayne Becerra (helayne.becerra@osceolaschools.net)

By When: Ongoing and throughout the year on Thursdays.

Lead team members will work to guide our grade level PLTs to collaboratively make data driven decisions to use the data (formative and from progress monitoring assessments) to discuss student learning gains and plan for professional learning, strategies, and targeted remediation. Data is reviewed and monitored every 7-10 days.

Person Responsible: Beth Telemko (beth.telemko@osceolaschools.net)

By When: Weekly/Bi-weekly data reviews with PLTs.

Purposeful planning of AVID strategies to enhance student learning. NEST walkthrough too will capture the use and frequency of AVID strategies.

Person Responsible: Helayne Becerra (helayne.becerra@osceolaschools.net)

By When: Stocktake meetings once a month.

The ELL support in the classroom will occur through the collaboration of ESOL compliance specialist ensuring the students are supported in all courses by providing ELL instructional strategies and professional development for teachers. NEST walkthrough tool will indicate use of strategies and classrooms needing support.

Person Responsible: Michelle MacMillan (michelle.macmillan@osceolaschools.net)

By When: Ongoing and throughout the school year and at Stocktake meetings monthly.

The ESE support in the classroom will occur through the collaboration with the RCS ensuring students are supported in all courses by providing ESE instructional strategies and professional development for teachers. ESE progress reports will be reviewed and monitored for additional supports needed to support achievement.

Person Responsible: Kathy Blades (katherine.blades@osceolaschools.net)

By When: Ongoing and throughout the year, quarterly report cards and monthly stocktake meetings.

MTSS meetings will be conducted to monitor students, interventions, and progress in each grade level. ONP data will be reviewed to move students forward in the grade level skills or exit ONP to work on standards based test preparation questions.

Person Responsible: Helayne Becerra (helayne.becerra@osceolaschools.net)

By When: Every 5 to 6 weeks for MTSS meeting and ONP will be assessed every 3-4 weeks and recorded to move students.

Instructional staff will plan and deliver differentiated instruction with varied, research-based instructional strategies following analysis of assessment results to improve math proficiency for all students, as evidence by targeted tiered interventions. This information can be found in their small group lesson plans and with the use of the Osceola Numeracy Project. 3-4 week ONP assessment data monitoring the movement of students from one skill to another.

Person Responsible: Helayne Becerra (helayne.becerra@osceolaschools.net)

By When: Ongoing, throughout the year and every 3-4 weeks when assessments are given.

#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.

Walk through data indicates a need for explicit and intentional instruction aligned to the intended learning of the benchmark. Based on the 22-23 41% of students scored proficient on the Science Assessment.

Measurable Outcome:

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

For the 2023-2024, 50% of the fifth-grade students will score a level 3 or above. Fifth grade students with disabilities will score at 41% achievement on the SSA.

Monitoring:

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

Teacher provides task aligned to the intended learning of the standards. Assessments will be put in school City and data analyzed during PLC time. CIM lessons for fair game standards as well as previously covered standards for the 5th grade year. Science intervention groups will be entered and tagged in EduClimber this will be monitoring monthly in Stocktake Meetings.

Person responsible for monitoring outcome:

Helayne Becerra (helayne.becerra@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.)

District created assessments and reviews, site based created CIM based off of data

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

District approved to analyze data in school city to determine achievement gaps to remediate the specific standards.

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.

Lead team members will help guide our grade level PLTs to collaboratively make data driven decisions to use the data (formative and from progress monitoring assessments) to discuss student learning gains and plan for professional learning and strategies. Science Assessment data will be reviewed by unit when assessed K-5.

Person Responsible: Beth Telemko (beth.telemko@osceolaschools.net)

By When: Post assessment dates and weekly on Wednesday PLC and monthly stocktake meetings.

Identify and schedule dates for continuous cycle of learning which includes developing understanding of strategy, monitoring in instructional practice, needs assessment discussion, professional learning to

address needs, implementation post professional learning through monitoring. School City unit assessments via a standards progression report to identify standards that need additional resources and exposure.

Person Responsible: Helayne Becerra (helayne.becerra@osceolaschools.net)

By When: Weekly/Bi-Weekly CIM data

Work with school and district based science team to develop professional learning that addresses areas of need specific to science instructional practice and strategies.

Person Responsible: Helayne Becerra (helayne.becerra@osceolaschools.net)

By When: Quarterly throughout the year

The Science Coach will provide targeted professional development opportunities during Together Thursdays. This will allow teachers to learn, collaborate, and plan for targeted groups and standards based on their data. Walkthroughs using the NEST tool will be analyzed to see that the strategies shared are being implemented.

Person Responsible: Helayne Becerra (helayne.becerra@osceolaschools.net)

By When: Ongoing throughout the year, stocktake monthly.

Purposeful planning of AVID strategies to enhance student learning. Walkthroughs using the NEST tool will be analyzed to see that the strategies shared are being implemented.

Person Responsible: Helayne Becerra (helayne.becerra@osceolaschools.net)

By When: Ongoing, throughout the year and at stocktake meetings.

The ESE support in the classroom will occur through the collaboration with the RCS ensuring students are supported in all courses by providing ESE instructional strategies and professional development for teachers. Quarterly ESE Progress Reports will be reviewed for adequate progress.

Person Responsible: Kathy Blades (katherine.blades@osceolaschools.net)

By When: Ongoing, throughout the year, quarterly when report cards are published.

The ELL support in the classroom will occur through the collaboration of ESOL compliance specialist ensuring the students are supported in all courses by providing ELL instructional strategies and professional development for teachers. Walkthroughs using the NEST tool will be analyzed to see that the strategies shared are being implemented.

Person Responsible: Michelle MacMillan (michelle.macmillan@osceolaschools.net)

By When: Ongoing throughout the year, monthly stocktake meetings.

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

Data indicates there is a need to promote a positive culture and climate at the school to improve teacher retention and recruitment to ensure that students are being taught by a certified classroom teacher. 80% of the instructional staffed remained for the 23-24 school 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 maintain 90% off the staff for 23-24 school year.

Each quarter we will maintain a 3% or less loss of staff.

Monitoring:

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

Teachers will be invited to a monthly Telemko Time in order to survey grade levels and individuals on their specific needs. Together Thursdays will be used to provide specific professional learning to teachers based on check for understanding data and classroom walkthroughs. Teacher mentors will mentor 1st - 3rd year teachers using the LEARN tools. A "Treat Trolley" to surprise teachers with snacks will also be utilized.

From these incentives we will track teacher attendance per quarter, and track teacher attendance at Together Thursday optional professional developments.

Person responsible for monitoring outcome:

Beth Telemko (beth.telemko@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.)

iObservation scores providing teachers specific feedback. Together Thursdays offers optional but additional training and supports that teachers are requesting and we see are needed from walkthrough data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This is specific evaluation tool will provide targeted elements for teachers to focus on along with supports from administration, leadership, and teacher leads. The Together Thursdays will allow an optional time to receive supports from coaches and leadership that are needed to be able to address needs/achievement gaps. This aligns to research by What Works Clearinghouse: District and school leaders ensure that instructional initiatives are connected and coherently built on each other. Teachers develop shared practices and commit to students' academic and social development.

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.

PBIS will be implemented to promote positive specific praise and strategies for self-regulation choices in order to help teachers have effective classroom management. This will be monitored monthly by reviewing discipline data. The highest months for referrals SY 22-23 were December and February. This year our focus will to decrease the number of referrals by at least 50% for the 23-24 school year in those months. We will also look to decrease monthly referrals from last year each month by 25%.

Person Responsible: Amanda Soto (amanda.soto@osceolaschools.net)

By When: Monthly PBIS meetings, Problem Solving Team, and MTSS meetings every 5-6 weeks.

School will develop structures, relationships, and learning opportunities that support a positive culture for students. Monthly discipline reports shared with staff and identifying how to support areas of need.

Person Responsible: Amanda Soto (amanda.soto@osceolaschools.net)

By When: Ongoing and throughout the year.

Each month, the principal will meet with all teachers to provide opportunities to share what is working, not working and provide solutions.

Person Responsible: Beth Telemko (beth.telemko@osceolaschools.net)

By When: During monthly stocktake meeting

The mentor teachers will complete a coaching cycle with Tier 3 teachers in the Fall, and specific Tier 3 and/or T2 teachers in the Spring.

Person Responsible: Beth Telemko (beth.telemko@osceolaschools.net)

By When: First coaching cycles will be completed by October 30th to be discussed at the Fall November Stocktake. Second round of coaching cycles will be completed by March 30th to be discussed at the Spring April Stocktake

The academic coaches will provide academic supports to all teachers, such as mentoring, modeling, and co-teaching to ensure quality instruction and fidelity of the instruction.

Person Responsible: Beth Telemko (beth.telemko@osceolaschools.net)

By When: Ongoing, throughout the year.

New teachers will be invited to monthly breakfast/learning meetings. This will be an opportunity to meet with the new teachers to discuss common themes based on classroom walkthroughs.

Person Responsible: Beth Telemko (beth.telemko@osceolaschools.net)

By When: Ongoing monthly, throughout the year.

Each month, the principal will meet with the School Resource officer and other school members to review safety concerns, whether with school building or with certain individuals, to ensure that the school environment remains safe at all times.

Person Responsible: Beth Telemko (beth.telemko@osceolaschools.net)

By When: Monthly meetings.

CSI, TSI and ATSI Resource Review

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

The Reading Coach supports students with disabilities by facilitating professional developments for teachers on the grade level content along with accommodations that are seen on IEPs. The Reading Coach works with teachers through coaching cycles. These entail the coach observing and providing feedback, modeling lessons for the teacher as well as co-teaching with the teacher. The reading coach also is a support during intervention time working with students with disabilities to close the achievement gap.

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

At the end of the 22-23 school year VPK classes scored the following class A 82% proficiency, class B 67% proficiency and class blended 63% proficiency. At the end of the 22-23 school year kindergarten had 32% of students score below the 40th percentile on STAR Literacy. First grade had 47% of students score below the 40th percentile. Second grade had 44% of students scoring below the 40th percentile. The overall data is showing that students are learning to read in Kindergarten but in 1st grade nearly half of the students were not on grade level for reading by the end of the school year. In 2nd grade almost half of the students are also struggling to read on grade level by the end of the school year.

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

At the end of the 22-23 school year in third grade had a 54% of students scoring a level 3 or below on FAST. Fourth grade had 39% of students scoring below a level 3 on FAST. Fifth grade had 52% of students scoring below a level 3 on FAST.

The overall data shows that 3rd grade many students struggled to read at an achievement level of 3 or above about half of the students in the grade level scored below. Fourth grade students made great progress having less than 40% of students scoring an achievement level of 3 or above. In 5th grade that percentage dropped to about half again that the students did not score a achievement level of 3 or above being a reading on 5th grade level content.

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

Pre-Kindergarten left with 70.6% proficiency on the STAR Early Literacy and will increase to 75% proficient. Kindergarten left at 72.1% proficiency on STAR Early Literacy this will increase to 75% PM 3. The incoming first graders scored a 72.1% on STAR Early Literacy and will score 60% on STAR Reading on PM 3. The incoming second graders scored 48.64% proficiency on STAR Reading and will score 52% proficiency at the end of the year on PM 3.

Grades 3-5 Measurable Outcomes

The current 3rd grade class has 38.7% proficiency and will score 50% proficiency on PM 3. The current 4th grade class has 70.5% proficiency and will score 75% proficiency on PM 3. The current 5th grade class has 52.9% proficiency and will score 55% proficiency on PM 3.

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.

These areas will be monitored through progress monitoring assessments from the State, District, and School Base. State assessments will provide data three times a year to show grade level progress, any district assessments will be used to drive instructional decisions and school-based formatives to track progress to mastering a standard.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Telemko, Beth, beth.telemko@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?

Per the School District of Osceola County decision tree the following interventions will be used to support B.E.S.T. Standards - Open Court Reading Grades K-5, Early Interventions in Literacy, Corrective Reading, Benchmark Intervention Systems, Language Power, and LLI.

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?

The intervention programs have been implemented in previous years with students who needed scaffolds to close the achievement gaps in ELA to transfer skills from learning to read to reading to learn and becoming proficient readers on their grade level. This year there is time dedicated in all grade levels' schedules to support closing gaps in ELA.

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
All students on campus will be grouped based on multiple data points to identify deficiencies in reading and will be targeted in small group instruction multiple times a week. MTSS meeting will be held every 5-6 weeks to discuss progress.	Poole, Stacey, stacey.poole@osceolaschools.net
Teachers will be provided on-going support with instructional resources during the 90-minute reading block to close achievement gaps and target skills that students need to be proficient with grade level standards.	Moreta, Gladys, gladys.moreta@osceolaschools.net
Grade level unit assessments and formatives will be given via school city for ELA and monitored by Ms. Moreta to target supports and coaching opportunities.	Moreta, Gladys, gladys.moreta@osceolaschools.net
Together Thursdays create optional opportunities for PD in areas of need that are identified through MTSS meetings, student data, and walkthrough observations to support highly effective instructional practices.	Soto, Amanda, amanda.soto@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 school disseminates all information related to the SIP through the School Advisory Committee and Parent-Teacher Organization. The school meets with both committees to review the plan and throughout the year will provide updates on the plans progress using FAST Progress Monitoring data.

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))

The school will engage families, students, and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction and hold staff responsible for implementing any changes. It frequently communicates high expectations for all students. Leaders demonstrate how those beliefs manifest in the school building. For example:

- Collaborative planning is solutions-oriented and based in disaggregated data
- Student work is displayed throughout school

A clear code of conduct for students and adults with input from students, families, and school personnel has been created. Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data and the following, discipline referrals or incident reports, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done. Such as, establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. Implementing evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training and feedback to teachers on implementing these approaches. In addition to culture, we are also focusing on Social Emotional Learning. All classrooms will be utilizing classroom meetings and teaching students the skills necessary for building and maintaining positive relationships.

We will build a positive school culture and environment by celebrating student culture and building relationships with the community and parents. We are focusing on being a school of culture and art. Our school has relevant art displayed throughout that is congruent to our students' culture. This gives students a sense of belonging. We also have an emphasis on celebrating the various cultures in our school through schoolwide events.

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)

The school will use the SIP's action steps along with the FAST progress monitoring data to provide tiered interventions for all students in Reading, Writing, Math, and Science. The leadership team will participate in monthly Stocktakes to review progress and determine next steps to ensure fidelity of the teachers' instructional practices and students' academic success.

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))

East Lake 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. This plan will have a monthly focus on our students with disabilities. Data will be monitored each month and adjustments to interventions will be made as needed to ensure that we close the academic gaps.

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))

Each year grades 3-5 take the district Panorama survey to indicate areas of support for regulation. Teachers can also submit names of students who share with them their outside academic challenges.

Requests for supports come from parents directly as well. When SDOC approves behavior therapists and counselors are able to meet with students on campus to address their personal needs.

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))

All students K-5 complete Xello lessons exposing them to different career choices that are available to them in the future.

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).

East Lake Elementary is a model PBIS school. We implement progressive discipline, restorative practices, and focus on the positive behaviors of students. All students start in Tier 1 however if a student is identified as needing additional supports data is collected by our leadership team and the students is assigned tier 2 supports. Every 2-4 weeks the progress is assessed and determined to continue, move back to Tier 1 and/or move forward to Tier 3 for more supports than Tier 2 provided. When approved by SDOC outside behavior therapists are able to come on campus to provide supports to students.

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))

We have a PBIS committee with on going sharing of videos through professional learning communities as well as through weekly newsletters. Two mentor teachers are on staff that have discussed years of teaching, level of experience and supports needed from observations through walkthroughs and requests. This establishes a bond between the teachers and gives them leadership to reach out to.

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))

At East Lake Elementary we have VPK and PreK ESE classes. These classes provide curriculum opportunities, school based experience either for a full or half day as well as access to ELA, Math and Science concepts.