

School District of Osceola County, FL

Island Village Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Island Village Elementary School

2050 CELEBRATION BLVD, Kissimmee, FL 34747

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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.

At Island Village Elementary School, we are committed to creating a collaborative environment that fosters diversity and inclusion to ignite the JOY of lifelong learning. Every individual will feel safe and inspired to achieve their full potential by unlocking unique gifts and talents while cultivating academic, social and emotional growth.

Provide the school's vision statement.

The staff of Island Village Elementary is committed to transforming into a model professional learning community that is dedicated to unlocking and developing the gift of ALL students through academics, athletics, and the arts.

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
Confesor, Audie	Principal	<p>To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.</p> <p>KEY RESPONSIBILITIES</p> <p>To ensure the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula</p> <p>To ensure student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state</p> <p>To enable faculty and staff to work as a system focused on student learning and maintain a school climate that supports student engagement in learning</p> <p>To establish high expectations for learning growth by all students</p> <p>To engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school</p> <p>To implement the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction</p> <p>To engage in data analysis for instructional planning and improvement</p> <p>To clearly communicate the relationships among academic standards, effective instruction, and student performance</p> <p>To implement the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school</p> <p>To ensure the appropriate use of high quality formative, summative and interim assessments aligned with the adopted standards and curricula</p> <p>To establish a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan</p> <p>To evaluate, monitor, and provide timely feedback to faculty on the effectiveness of instruction</p> <p>To recruit, develop and retain a high quality faculty with the instructional proficiencies needed for the school population served</p> <p>To identify faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>the use of instructional technology</p> <p>To implement professional learning that enables faculty to deliver culturally relevant and differentiated instruction</p> <p>To provide resources and time to engage faculty in effective individual and collaborative professional learning throughout the school year</p> <p>To maintain a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy</p> <p>To recognize and use diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning</p> <p>To promote school and classroom practices that validate and value similarities and differences among students</p> <p>To provide recurring monitoring and feedback on the quality of the learning environment</p> <p>To initiate and support continuous improvement processes focused on the students' opportunities for success and well-being</p> <p>Engage faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps</p> <p>To provide priority attention to decisions that impact the quality of student learning and teacher proficiency</p> <p>To use critical thinking and problem solving techniques to define problems and identify solutions</p> <p>To evaluate decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed</p> <p>To use effective technology integration to enhance decision making and efficiency throughout the school</p> <p>To identify and cultivate potential and emerging leaders and empower others and distribute leadership when appropriate</p> <p>To provide evidence of delegation and trust in subordinate leaders</p> <p>To plan for succession management in key positions</p> <p>To promote teacher-leadership functions focused on instructional proficiency and student learning</p> <p>To develop sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders</p> <p>To organize time, tasks and projects effectively with clear objectives and coherent plans</p> <p>To establish appropriate deadlines for him/herself and the entire</p>

Name	Position Title	Job Duties and Responsibilities
		<p>organization</p> <p>To manage schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development</p> <p>To be fiscally responsible and maximize the impact of fiscal resources on instructional priorities</p> <p>To actively listen to and learn from students, staff, parents, and community stakeholders and recognize individuals for effective performance</p> <p>To communicate student expectations and performance information to students, parents, and community</p> <p>To maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school</p> <p>To create opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues</p> <p>To utilize appropriate technologies for communication and collaboration and ensure faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions</p> <p>To adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. and all policies and laws governing schools</p> <p>To demonstrate resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership</p> <p>To demonstrate a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community</p> <p>To engage in professional learning that improve professional practice in alignment with the needs of the school system</p> <p>To demonstrate a willingness to admit error and learn from it and to demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback</p> <p>To perform all other duties required to fulfill the school district's mission</p>
Cummins, Patricia	Assistant Principal	<p>To assist the principal in ensuring the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula</p> <p>To assist the principal in ensuring student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district</p>

Name	Position Title	Job Duties and Responsibilities
		<p>under section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state</p> <p>To assist the principal in enabling faculty and staff to work as a system focused on student learning and maintain a school climate that supports student engagement in learning</p> <p>To establish high expectations for learning growth by all students</p> <p>To engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school</p> <p>To assist the principal in implementing the Florida Educator Accomplished Practices as described in Rule 6A?5.065, F.A.C., through a common language of instruction</p> <p>To engage in data analysis for instructional planning and improvement</p> <p>To clearly communicate the relationships among academic standards, effective instruction, and student performance</p> <p>To assist the principal in implementing the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school</p> <p>To ensure the appropriate use of high quality formative, summative and interim assessments aligned with the adopted standards and curricula</p> <p>To assist the principal in establishing a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan</p> <p>To assist the principal in evaluating, monitoring, and provide timely feedback to faculty on the effectiveness of instruction</p> <p>To assist the principal to recruit, develop and retain a high quality faculty with the instructional proficiencies needed for the school population served</p> <p>To assist the principal in identifying faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology</p> <p>To assist the principal in implementing professional learning that enables faculty to deliver culturally relevant and differentiated instruction</p> <p>To provide resources and time to engage faculty in effective individual and collaborative professional learning throughout the school year</p> <p>To maintain a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>global economy</p> <p>To recognize and use diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning</p> <p>To promote school and classroom practices that validate and value similarities and differences among students</p> <p>To assist the principal to provide recurring monitoring and feedback on the quality of the learning environment</p> <p>To assist the principal in initiating and supporting continuous improvement processes focused on the students' opportunities for success and well-being</p> <p>To assist the principal in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps</p> <p>To assist the principal in providing priority attention to decisions that impact the quality of student learning and teacher proficiency</p> <p>To use critical thinking and problem solving techniques to define problems and assist the principal to identify solutions</p> <p>To assist the principal in evaluating decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed</p> <p>To use effective technology integration to enhance decision making and efficiency throughout the school</p> <p>To assist the principal to identify and cultivate potential and emerging leaders and empower others and distribute leadership when appropriate</p> <p>To provide evidence of delegation and trust in subordinate leaders</p> <p>To assist the principal in planning for succession management in key positions</p> <p>To assist the principal in promoting teacher-leadership functions focused on instructional proficiency and student learning</p> <p>To assist the principal in developing sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders</p> <p>To assist the principal to organize time, tasks and projects effectively with clear objectives and coherent plans</p> <p>To establish appropriate deadlines for him/herself and the entire organization</p> <p>To manage schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development</p> <p>To assist the principal to be fiscally responsible and maximize the impact of fiscal resources on instructional</p>

Name	Position Title	Job Duties and Responsibilities
		<p>priorities</p> <p>To actively listen to and learn from students, staff, parents, and community stakeholders and recognize individuals for effective performance</p> <p>To assist the principal in communicating student expectations and performance information to students, parents, and community</p> <p>To maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school</p> <p>To assist the principal in creating opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues</p> <p>To utilize appropriate technologies for communication and collaboration and ensure faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions</p> <p>To adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. and all policies and laws governing schools</p> <p>To demonstrate resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership</p> <p>To demonstrate a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community</p> <p>To engage in professional learning that improve professional practice in alignment with the needs of the school system</p> <p>To demonstrate a willingness to admit error and learn from it and to demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback</p> <p>To perform all other duties required to fulfill the school district's mission</p>
Elms, Ashley	Math Coach	<ol style="list-style-type: none"> 1. Serve as coach, mentor, and conduct on-going classroom observations of mathematics and science instruction. 2. Facilitate implementation of appropriate mathematics and science curriculum by providing technical assistance and on-going support for elementary school teachers as they identify and implement authentic learning activities and materials, implement effective teaching strategies, evaluate student progress, and participate in student screening and progress-monitoring.

Name	Position Title	Job Duties and Responsibilities
		<p>3. Support and assist classroom teachers in assessing the specific mathematics and science needs of students, develop appropriate, differentiated instruction, and refer students to the elementary school remediation process if necessary.</p> <p>4. Assist the District in implementing the elementary school mathematics and science curricula at the school level.</p> <p>5. Provide opportunities for professional development in mathematics and science components, scientifically-based mathematics and science research, high quality mathematics and science instruction, and data interpretation and management; involving teachers, assistants, administrators, parents, and other stakeholders.</p> <p>6. Coordinate and assist with mathematics and science assessments, student progress monitoring, and training teachers in student data analysis.</p> <p>7. Participate in the selection and/or adoption of textbooks and other instructional materials at the school and/or county level.</p> <p>8. Assist in the preparation and monitoring of the School Improvement Plan/Continuous Improvement Model.</p> <p>9. Inventory and monitor the use of mathematics/science materials</p> <p>10. Coordinate vertical articulation between grade levels.</p> <p>11. Perform other duties as directed by the Principal or the Director of Elementary Education.</p>
Johnson, Shannan	Curriculum Resource Teacher	<p>1. To assist in writing, compilation and dissemination of elementary curriculum at the school level.</p> <p>2. To facilitate implementation of appropriate curriculum by providing technical assistance and ongoing support for elementary teachers as they identify authentic learning activities and materials, implement effective teaching strategies, and evaluate student progress.</p> <p>3. To support and assist the classroom teacher in identifying specific needs of children, developing appropriate educational plans, and referring to the child study team when necessary.</p> <p>4. To serve as a member of a child study team.</p> <p>5. To assist with needs assessment and provide opportunities for professional development involving teachers, assistants, administrators, and other stakeholders.</p> <p>6. To assist in facilitation of parent/community involvement in the education process at the school level.</p> <p>7. To participate in the selection and/or adoption of textbooks and other instructional materials at the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>school and/or county level.</p> <p>8. To assist in the compilation of data to evaluate current programs and projects.</p> <p>9. To assist in the preparation of written documents that promote and positive communication reflective of school goals and activities.</p> <p>10. To perform other duties as directed by the Principal or the Coordinator of Early Childhood and Elementary Education</p>
Rivera-Laracuate, Junelie	School Counselor	<p>1. Consult and collaborate with administrators, teachers, parents and district support personnel in identifying and resolving student issues and needs.</p> <p>2. Provide developmental and preventive programming of individual, small group and large group counseling services.</p> <p>3. Align school counseling activities to the District Strategic Plan.</p> <p>4. Assist students in developing social emotional learning skills including: self-awareness, self-management, responsible decision-making, relationship skills and social awareness.</p> <p>5. Serve as resource person for school staff on school counseling related activities and techniques.</p> <p>6. Make referrals to school and community agencies as appropriate and collaborate with the student services team that serves the school.</p> <p>7. Design and implement a data-driven comprehensive school counseling program to meet the academic, career and social/personal needs of students at the school.</p> <p>8. Career and educational counseling including helping students make informed academic and career choices using multiple student data sources and education and career placement services</p> <p>9. To participate in on-going workshops, seminars, and conferences to continue professional growth.</p> <p>10. Provide crisis counseling and intervention.</p> <p>11. To perform other duties as assigned by the Principal or Superintendent</p>
Taveras, Lilys	Instructional Coach	<p>1. Serve as a coach, mentor, and conduct on-going classroom observations of literacy instruction.</p> <p>2. Facilitate implementation of appropriate curriculum by providing technical assistance and on-going support for elementary school teachers as they identify authentic learning activities and materials, implement effective literacy instructional strategies, and evaluate student progress.</p> <p>3. To support and assist classroom teachers with identifying specific needs of children, developing</p>

Name	Position Title	Job Duties and Responsibilities
		<p>appropriate educational plans, and referring the child study team when necessary.</p> <p>4. To assist the District in writing, compiling, and disseminating elementary literacy curriculum at the school.</p> <p>5. To provide opportunities for professional development in reading components involving teachers, assistants, administrators, parents, and other stakeholders.</p> <p>6. To coordinate and assist with literacy assessment, monitor student progress, and train teachers in student data analysis.</p> <p>7. To assist in facilitation of parent/community involvement in the education process at the school level.</p> <p>8. To participate in the selection and/or adoption of textbooks and other instructional materials at the school and/or county level.</p> <p>9. To conduct in-service sessions for teachers such as scientifically-based reading research, high quality reading instruction, and data interpretation and management.</p> <p>10. To assist in the preparation of written documents which promote programs and positive communication reflective of school goals and activities.</p> <p>11. To perform other duties as directed by the Principal or the Director of Elementary Education</p>
Reed, Abigail	Teacher, K-12	<p>1. To maintain a valid Florida Teaching Certificate.</p> <p>2. To conform to all rules and regulations that may be prescribed by the State Board of Education; and conform to the rules and regulation that may be prescribed by the School Board where such rules and regulations are not inconsistent with the Collective Bargaining Agreement.</p> <p>3. To use prescribed materials and methods in the efficient execution of his/her teaching duties according to subject area or grade level to which assigned.</p> <p>4. To prepare and maintain such records and reports as may be required by State and Federal law, regulations of the State Board, School Board, or School Administration.</p> <p>5. To fulfill the term of any signed written contract, unless released from such contract by the School Board.</p> <p>6. To perform other duties as assigned by the Principal or Superintendent of Schools.</p>

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.

Students, Parents, Business Partners, and staff were invited to put together the school Mission Statement. We will meet again in August to build our School Advisory Council and go over our Areas of Focus.

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))

We will have weekly leadership meetings along with monthly stocktake. During SAC Meetings, we will share the progress on our areas of focus. Data chats with staff and students will occur monthly and quarterly. Students will be leading student led conferences every quarter.

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	No
2022-23 Minority Rate	0%
2022-23 Economically Disadvantaged (FRL) Rate	0%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
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)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
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	3	14	18	10	10	13	0	0	0	68
One or more suspensions	0	1	0	2	0	5	0	0	0	8
Course failure in English Language Arts (ELA)	0	0	1	17	0	7	0	0	0	25
Course failure in Math	0	0	0	2	1	3	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	4	4	9	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	2	14	18	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	31	29	35	0	0	0	0	0	95

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	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	

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	0	0	0	0	0	0	
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*		44	53		48	56			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		46	59		44	50			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		43	54		46	59			
Social Studies Achievement*					55	64			
Middle School Acceleration					42	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress		59	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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

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

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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				
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL				

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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.

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 for students in the prior year was ELA.

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

We are a new school, so we do not have a decline.

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.

When looking at beginning of year (BOY) data, the biggest gap compared to the state is math for our 5th graders.

According to our BOY, 5th grade has 5% at level 3 or higher compared to the state at 16%.

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

We are a new school, so we do not have a most improved.

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

Math proficiency for students in grades 3 to 5.

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

Increasing proficiency for ELA students in all grades.

Increasing proficiency for Math students in all grades.

Increasing proficiency for Science students in all grades.

Improving student attendance.

Area of Focus

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

#1. 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.

Based on the results of the initial oral test IPT for ESOL placement students were identified according to their English language proficiency level.

Measurable Outcome:

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

During weekly PLC teachers will analyze the Pre and Post data from the Pre- teaching lessons to monitor student's progress. Teachers will modify lessons according to student's needs.

Monitoring:

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

Students will take a pre and post assessment.

Person responsible for monitoring outcome:

Rosmar Melendez (rosemar.melendezvelez@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.)

Students are using Pre-teaching lesson and Language Power to support their English language proficiency levels.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Pre-Teaching Lessons ((Visible Learning effect size – Strategy to integrate prior knowledge: .93 strong)
Language Power (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate)

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.

Students who are Tier 2 and Tier 3 have been identified and scheduled to receive Pre-Teaching or Language Power during Intervention time.

Person Responsible: Rosmar Melendez (rosemar.melendezvelez@osceolaschools.net)

By When: May 2024

Students receiving Language Power will be monitored at the end of every unit.

Person Responsible: Rosmar Melendez (rosemar.melendezvelez@osceolaschools.net)

By When: May 2024, Ongoing

Students who receive Pre-Teaching will be progress monitored at the end of every week. PM data will be analyzed to determine ongoing needs for each student.

Person Responsible: Rosmar Melendez (rosemar.melendezvelez@osceolaschools.net)

By When: May 2024, Ongoing

Two ELL paras will push into classrooms where students are in need of Language Support.

Person Responsible: Rosmar Melendez (rosemar.melendezvelez@osceolaschools.net)

By When: Ongoing, May 2024.

#2. 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.

We currently have 32 students with Disabilities. Out of the number of students with Disabilities, only 16% showed proficiency in ELA and approximately 16% in Math.

Measurable Outcome:

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

By the Third administered FAST Assessment, 45% of our targeted Students with Disabilities will be proficient in ELA and 45% of our targeted Students with Disabilities will be proficient in Math.

Monitoring:

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

Daily walk through and check in with our SWD
 Feedback to teachers
 Professional Development put into practice
 Data Analysis of progress monitoring of our SWD

Person responsible for monitoring outcome:

Abbigail Reed (abbigail.reed@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.)

Teachers will provide research-based instructional teaching and learning strategies and supports for students with disabilities. These intervention resources include FCRR Student Center Activities, Open Court Foundational Skills and Lexia Core 5.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As a district, our SWD are not meeting the target for ESSA groups. We firmly believe that our students have the capability of learning. As a school, we need to work on their specific need to help them be successful.

Tier of Evidence-based Intervention

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

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

VE schedule has been created in which addresses the daily needs of students in both reading and math instruction.

Person Responsible: Abbigail Reed (abbigail.reed@osceolaschools.net)

By When: Ongoing by May.

VE teachers meet on a weekly basis in PLC with coaches to plan and differentiate instruction across multiple grade-levels.

Person Responsible: Abbigail Reed (abbigail.reed@osceolaschools.net)

By When: Ongoing through May

VE teachers will support interventions in order to close gaps for tier 3 ESE students.

Person Responsible: Abbigail Reed (abbigail.reed@osceolaschools.net)

By When: ongoing through May

VE teachers, coaches, and classroom teachers will analyze ongoing data for SWD students as part of the PLC to provide data driven instruction and interventions.

Person Responsible: Abbigail Reed (abbigail.reed@osceolaschools.net)

By When: Ongoing through May

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Schools need to promote positive behaviors and combat negative behaviors as a cohesive unit. Creating a positive culture where students are treated equitably while also receiving coaching on time management, study skills, prioritizing tasks, social skills, and character development. We all want to be part of creating an environment where people are happy to work; where parents are happy to send their kids; and most important, where kids feel safe, empowered, and want to learn. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need to develop a positive culture they need to succeed in life.

Measurable Outcome:

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

We strive for at least 97% monthly student attendance. Student attendance will exceed the monthly district average. We will be looking at Mondays and Fridays attendance percentages since traditionally, those are the days students show low attendance.

Monitoring:

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

1. All surveys will be analyzed to identify schools' interventions that will support a positive culture within the school.
2. The leadership team will review monthly during the Stocktake: PBIS, behavior and attendance data for subgroups, and develop interventions as required.
3. To ensure validity of the survey, the school counselor will administer the Panorama survey in the same method of presentation in both the fall and spring administration.

Person responsible for monitoring outcome:

Shannan Johnson (shannan.johnson@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.)

PBIS systems will be utilized School Wide to ensure a positive culture and climate for all stakeholders.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS schoolwide use has proven to decrease discipline referrals and increase positive school culture for students and staff.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

All staff will be instructed in PBIS Schoolwide system during pre-planning and the specific use at Island Village Elementary.

Person Responsible: Shannan Johnson (shannan.johnson@osceolaschools.net)

By When: 08/07/2023

Students will be introduced to the Island Village Elementary School PBIS Expectations.

Person Responsible: Shannan Johnson (shannan.johnson@osceolaschools.net)

By When: 08/11/2023

Students will receive lessons on PBIS Expectations.

Person Responsible: Elizabeth Weretka (elizabeth.weretka@osceolaschools.net)

By When: 08/28/2023

Students will take a Panorama Survey. The PBIS committee will analyze and act upon data from the Survey.

Person Responsible: Shannan Johnson (shannan.johnson@osceolaschools.net)

By When: 2 times per year.

The PBIS committee will meet once per month to analyze discipline data and take actions based on the data.

Person Responsible: Shannan Johnson (shannan.johnson@osceolaschools.net)

By When: Ongoing, once per month.

The Leadership Team will analyze teacher discipline data and provide support as needed to specific individuals.

Person Responsible: Shannan Johnson (shannan.johnson@osceolaschools.net)

By When: Monthly, ongoing

PBIS systems information will be shared at faculty meetings.

Person Responsible: Elizabeth Weretka (elizabeth.weretka@osceolaschools.net)

By When: Ongoing, monthly

Students will be recognized for displaying school wide expectations.

Person Responsible: Shannan Johnson (shannan.johnson@osceolaschools.net)

By When: Ongoing through the end of the school year.

Staff will be recognized by the Leadership Team.

Person Responsible: Audie Confesor (audie.confesor@osceolaschools.net)

By When: Ongoing, throughout the school year.

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Target Task Alignment: A learning target that is posted should not be posted just for compliance. Staff needs to not only plan lessons but be prepared in the delivery of the lesson. The tasks that are planned must be aligned to the state standard.

Student Goal Setting: Student goal setting is one of the 10 High Impact Teaching Strategies (HITS) of student achievement. By explaining the connections between learning goals, learning activities and assessment tasks, teachers demonstrate the purpose of classroom tasks, making the learning visible to students. This helps students become self-motivated and use learning goals to monitor and progress their learning.

Measurable Outcome:

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

At least 75% of students will set personal learning goals, create action steps and monitor their progress with support from the teacher.

Monitoring:

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

Leadership Team Members will conduct daily walkthroughs to look for adherence to target task alignment. Data will be kept based on these walkthroughs. Coaching and intervention for students will be provided to those who are not demonstrating proficiency with target task alignment.

Person responsible for monitoring outcome:

Shannan Johnson (shannan.johnson@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.)

Target Task Alignment will be used in all classrooms at all grade levels and subjects.

Collaborative Structures / Academic Teaming will be observed in classrooms

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research has shown that Target Task alignment increases student proficiency on the task as it allows the students to identify what is expected of them in a given task.

Clear Goal Intentions, Hattie's Visible Learning 0.48 effect size, potential to accelerate student achievement

Collaborative learning, Hattie's Visible learning 0.34 effect size, positive impact

Tier of Evidence-based Intervention

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

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The principles of Target Task Alignment will be introduced during Professional Development during pre-planning.

Person Responsible: Lily's Taveras (lilys.taveras@osceolaschools.net)

By When: By 08/08/2023

Planning for Target Task Alignment will be modeled during grade level planning by the Academic Coaches.

Person Responsible: Lily's Taveras (lilys.taveras@osceolaschools.net)

By When: By 09/01/2023.

Academic Coaches will attend grade level planning on a weekly basis to provide support to grade levels as they work to plan tasks that are aligned to the learning target.

Person Responsible: Lily's Taveras (lilys.taveras@osceolaschools.net)

By When: Ongoing, weekly throughout the school year.

The Leadership Team will conduct daily walkthroughs to identify trends and identify those who are proficient and those who need support for Target Task Alignment.

Person Responsible: Shannan Johnson (shannan.johnson@osceolaschools.net)

By When: Ongoing, throughout the school year.

Academic Coaches will provide support to those teachers who are not demonstrating proficiency with Target Task Alignment.

Person Responsible: Shannan Johnson (shannan.johnson@osceolaschools.net)

By When: Ongoing, throughout the school year.

#5. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

Based on 2022-2023 school data productive actions are necessary to accomplish our goal of increasing proficiency, ensuring higher levels of Literacy achievement and student growth for all students.

Measurable Outcome:

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

ELA Proficiency at Island Village Elementary will be at 65% or higher in all grades.

Monitoring:

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

1- Progress will be monitored in various ways. Administration, leadership team and ELA coach will monitor all collaborative teams by conducting classroom observations to ensure improvement in student achievement.

2- School PLC teams will meet weekly for planning, analyzing, reflecting and revising plans on course progression of individual student's needs as a collaborative team.

3- School City will be used by each PLC team for assessing, analyzing data, data chats, reflecting and revising plans on course progression of individual student's needs.

4- School Stocktake Model will take place each month and the Literacy Coach will report progress on the Area of Focus.

Person responsible for monitoring outcome:

Lilys Taveras (lilys.taveras@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.)

Students will participate in academic teaming discourse through collaborative structure. When students engage in academic conversations they process new knowledge verbally, engage in the topic and are empowered to express their own ideas.

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

Florida Benchmark Advance 2022, Florida Edition, Small group interventions including pull out small groups (no more than 5) will take place 2-4 times per week, Lexia Core 5

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Florida Benchmark Advance 2022, Florida Edition (FLDOE Review of Instructional Materials Percent of Alignment-K-96.78%, 1st-100%, 2nd-85.94%, 3rd-81.25%, 4th-79.68%, 5th- 95.31%)

Small group interventions including pull out small groups (no more than 5) will take place 2-4 times per

week. (Visible Learning effect size - small group learning: .47 promising)
Lexia Core 5 (ESSA Rating: Promising)

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Provide teachers with professional development how to utilize and implement curriculum resources in ELA.

Providing training and support for implementing academic teaming.

Facilitate training on how to use data to drive instruction, grouping students for academic teaming and small group instruction.

Coaching support will be provided to build teacher capacity and efficacy.

Staff will utilize high-quality ELA instructional materials 3-5 Benchmark, K-2 Open Court.

Teachers will differentiate instruction using research-based instructional strategies based on data analysis to improve literacy proficiency of all students.

Teachers will use Summative/Formative assessments, progress monitoring data to identify and target individual student needs.

All students will receive extra support through Multi-Tiered System of Support to meet individual student needs.

ELL and ESE students will receive support in the classroom through the collaboration of the paraprofessionals, VE teachers, ESOL compliance specialist and RCS to ensure teachers use instructional strategies to meet individual student needs.

Person Responsible: Lilys Taveras (lilys.taveras@osceolaschools.net)

By When: May 29, 2024