

School District of Osceola County, FL

Liberty High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	13
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

Liberty High School

4250 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceolaschools.net

Demographics

Principal: La Tonia Harris

Start Date for this Principal: 8/14/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (41%) 2020-21: (36%) 2018-19: C (44%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Liberty High School will ensure that every student is successful in a safe and secure environment, with access to the necessary social and academic skills needed for post-secondary readiness and to be responsible citizens.

Provide the school's vision statement.

Liberty High School strives to be a school of community with pride for inclusion and safety for all students.

School Leadership Team

Membership

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.:

Name	Position Title	Job Duties and Responsibilities
Harris, Latonia	Principal	<p>Provides instructional leadership to the school, submits and implements the school budget and funds, builds and strengthens community relationships, provides regular updates and communication regarding school performance to all stakeholders, works collaboratively with the School Advisory Council, plans and executes weekly administrative leadership meetings. Facilitate regular Stocktake meetings throughout the school year and develop and monitor the School Improvement Plan.</p>
Edwards, David	Assistant Principal	<p>Custodians Emergency Drills Energy Management Evacuation Maps Facility Use/Rentals Grounds Crew Keys Master Calendar New Work Projects Open/Close Procedures SAFE School Plan Security/Safety Settlement Agreement Supervision Plan Work Orders</p>
Hernandez, Marc	Assistant Principal	<p>The Assistant Principal of Curriculum and Instruction is an instructional and strategic leader responsible for leveraging teacher performance to ensure students demonstrate significant and measurable results. The actions of Assistant Principals of Curriculum and Instruction must always be aligned with our mission, vision, and core values. The essential functions for Assistant Principals of Curriculum and Instruction are as follows:</p> <ul style="list-style-type: none"> · Responsible for direct oversight of department head · Responsible for overview of curriculum maps, lesson plans, and weekly tracking of grades · Design and deliver Professional Development to Staff · Advisor · Instructional coach -- Responsible for the formal

Name	Position Title	Job Duties and Responsibilities
		<p>observations of numerous staff members</p> <ul style="list-style-type: none"> · Serve as test coordinator for state and local testing · State reporting as necessary · Other responsibilities as determined by the Principal
Vicens, Jacqueline	Reading Coach	<ul style="list-style-type: none"> - Work with educators to identify issues with students or curriculum, set goals, and solve problems - Collaborate with educators and school administrators to develop curriculum and lesson plans - Create teaching material for educators - Lead and/or participate in study groups alongside educators - Attend professional development conferences and workshops - Help teachers conduct student assessments and analyze student work - Counsel students to help them discover their strengths and to set goals - Interpret data after student or teacher assessments have been conducted - Design and lead professional development presentations for educators - Model lessons to help educators learn - Audit classes
Valcin, Darlin	Math Coach	<p>Instructional Coach overseeing all math related including the following:</p> <ul style="list-style-type: none"> Coaching Cycle Data Analysis Math Lab Model Classroom MTSS Team Progress Monitoring Pull-outs Lower 25% Staff Development
Morris, Theresa	Science Coach	<ol style="list-style-type: none"> 1. Provide training for collaborative planning of Science-related professional development. 2. Assists with the planning and facilitation of district-wide Science curriculum meetings and professional development. 3. Assists teachers with the creation, administration and data analysis of assessments.

Name	Position Title	Job Duties and Responsibilities
Conyers, Joyce	Dean	<p>4. Provide professional development (including sessions after school and during the summer)</p> <p>The Dean of Student is directly responsible to the principal, with broad responsibilities to supervise school activities and coordinate the attendance policies. This instructional unit serves as a liaison between and amount the principal, teachers, student body, and members of the community.</p>
Gollab, Lezlie	Teacher, ESE	<ol style="list-style-type: none"> 1. Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school. 2. Participates as an active member with other faculty and staff. 3. Participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement. 4. Manages classroom and supervises proper care of equipment used. 5. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge. 6. Diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students. 7. Utilizes a variety of instructional techniques to meet the individual needs of students. 8. Utilizes technology and current research in instruction. 9. Evaluates students' progress on a regular basis.
McKee, Tyrone	Graduation Coach	<ul style="list-style-type: none"> - Monitors process to ensure compliance and adherence to district procedures, state guidelines, and federal regulations. - Coordinates MTSS staff development activities for school-based and district personnel. - Attends all professional development and district-level MTSS meetings. - Encourages and models skillful use of data to inform decision-making. - Communicates monthly with the District Leadership Team. - Maintains cooperative working relationships with parents, staff, and other district personnel. - Maintains effective and timely written and oral

Name	Position Title	Job Duties and Responsibilities
		communication with parents, staff, and other school personnel.
Morgan, Shaquana	Assistant Principal	<ul style="list-style-type: none"> - Maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs. - Relates to students with mutual respect while carrying out a positive and effective discipline policy. - Supervises the reporting and monitoring of student attendance, with follow-up student/parent contact where necessary. - Has knowledge of local policies, state and federal laws relating to minors. - Performs other related duties as needed.
Ramdialbudhai, Cindy	Other	<ul style="list-style-type: none"> - Provide coordination for district testing and accountability program • Work with Director of Accountability to ensure program compliance with all state Accountability Policies • Manage all facets of achievement testing to include: storage, security, inventory, ordering, scheduling, delivery and pickup, scanning, scoring, pre-coding, test disposal, testing modifications, printing of scoring reports, and distribution of scoring reports to schools • Provide appropriate training regarding test administration requirements for school audiences and curriculum and instruction staff
Cummings, Erin	Dean	The Dean of Student is directly responsible to the principal, with broad responsibilities to supervise school activities and coordinate the attendance policies. This instructional unit serves as a liaison between and amount the principal, teachers, student body, and members of the community.
Wilson, Stephon	Dean	The Dean of Student is directly responsible to the principal, with broad responsibilities to supervise school activities and coordinate the attendance policies. This instructional unit serves as a liaison between and amount the principal, teachers, student body, and members of the community.
zbikowski, Matthew	Dean	The Dean of Student is directly responsible to the principal, with broad responsibilities to supervise school activities and coordinate the attendance

Name	Position Title	Job Duties and Responsibilities
		policies. This instructional unit serves as a liaison between and amount the principal, teachers, student body, and members of the community.
Rivera Herrera, Nancy	ELL Compliance Specialist	Serves as a specialist for students who are learning English as a second language. Provides technical assistance to school instructional staff in the areas of an assignment involving the development, monitoring, and implementation of assigned programs or activities. Supports English Language (EL) students in the EL program.

Demographic Information

Principal start date

Sunday 8/14/2022, La Tonia Harris

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

34

Total number of teacher positions allocated to the school

100

Total number of students enrolled at the school

1,637

Identify the number of instructional staff who left the school during the 2021-22 school year.

25

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	332	404	442	444	1622
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	91	99	115	305
One or more suspensions	0	0	0	0	0	0	0	0	0	0	60	57	70	28	215
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	23	88	112	64	287
Course failure in Math	0	0	0	0	0	0	0	0	0	0	7	93	132	112	344
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	118	71	150	107	446
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	143	175	82	47	447
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	60	132	165	122	479

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	1	1	12	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	7	10	6	25

Date this data was collected or last updated
 Sunday 8/14/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	403	494	474	471	1842
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	92	214	256	274	836
One or more suspensions	0	0	0	0	0	0	0	0	0	0	22	18	15	10	65
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	21	116	142	71	350
Course failure in Math	0	0	0	0	0	0	0	0	0	0	13	80	107	79	279
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	109	177	161	81	528
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	137	216	180	101	634
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	232	297	312	204	1045

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	47	163	183	125	518

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	6	13	5	4	28

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	403	494	474	471	1842
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	92	214	256	274	836
One or more suspensions	0	0	0	0	0	0	0	0	0	0	22	18	15	10	65
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	21	116	142	71	350
Course failure in Math	0	0	0	0	0	0	0	0	0	0	13	80	107	79	279
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	109	177	161	81	528
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	137	216	180	101	634
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	232	297	312	204	1045

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	47	163	183	125	518

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	13	5	4	28

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%			25%			39%	57%	56%
ELA Learning Gains	42%			34%			43%	48%	51%
ELA Lowest 25th Percentile	37%			31%			37%	43%	42%
Math Achievement	14%			14%			20%	46%	51%
Math Learning Gains	26%			19%			31%	41%	48%
Math Lowest 25th Percentile	46%			32%			39%	46%	45%
Science Achievement	39%			32%			44%	69%	68%
Social Studies Achievement	43%			40%			48%	70%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	62%	-18%	67%	-23%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	62%	-15%	70%	-23%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	18%	49%	-31%	61%	-43%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	19%	44%	-25%	57%	-38%

Subgroup Data Review

2022 SCHOOL GRADE 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
SWD	19	41	33	15	27	40	15	14		79	14
ELL	17	32	27	12	25	48	22	34		87	34
ASN	58										
BLK	33	47	47	13	24	37	40	45		84	30
HSP	29	39	29	14	27	52	36	42		90	44
MUL	50			30							
WHT	30	45	60	15	29		55	46		97	52
FRL	31	44	39	13	28	48	40	38		84	27
2021 SCHOOL GRADE 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
SWD	13	31	38	17	22	30	20	23		88	9
ELL	11	34	34	8	21	36	18	24		94	35

2021 SCHOOL GRADE 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
ASN	46	33								80	
BLK	23	32	33	12	16	31	34	43		92	33
HSP	23	34	33	14	19	32	32	40		93	41
MUL	35	27		23						82	
WHT	47	36		23	26		29	26		89	48
FRL	22	32	31	12	18	33	28	37		92	36

2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	19	42	37	16	32	36	14	19		77	18
ELL	16	33	29	16	23	28	30	27		80	51
ASN	29	47		33	50						
BLK	39	44	40	14	30	46	40	49		93	26
HSP	40	44	36	22	32	35	44	44		89	52
MUL										100	38
WHT	42	38	10	32	38	45	56	63		92	46
FRL	35	38	34	19	30	36	44	46		91	43

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	34
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	58
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

1. The ELL Achievement scores were 29%, the lowest out of all subgroups.
2. The ELA Lowest 25% scores were 29%, the lowest of all subgroups.
3. When combining all components for the Hispanic subgroup, the school grade would be a "D".

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Algebra 1, Math Learning Gains, ELA Achievement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Teacher pedagogy and capacity in regards to standards-aligned instructional practices and student monitoring. Incorporating solid systems and structures in PLCs in combination with frequent, actionable feedback on lesson plans and instructional practices. Increased support from content-specific instructional coaches and increased accountability on data analysis and instructional shifts based on the needs of individual student groups.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

In review state date, Math Lowest 25th Percentile saw a 7% increase during three years. The Hispanic population had a 57% score for the 2022 school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to this improvement included continued support of both PLCs and modeling on how to strategically monitor, employ student engagement, and implement time for the processing of information. Targeted tutoring (pull-outs/push-ins) and remediation plan were implemented and monitored with fidelity to meet the needs of students based on data (Multi-Tiered Support System). Following student placement determinations, formative and summative common assessment data will be used to determine and target students needing tier 2 and tier 3 interventions of re-teach and reassess.

What strategies will need to be implemented in order to accelerate learning?

Develop and conduct a comprehensive remediation plan for all learners, specifically SWD and ELL subgroups, providing levels of scaffolded instruction including questions of: How will we monitor for implementation? How will feedback be delivered? What are the expectations after feedback is provided?

What evidence will determine the effectiveness of the plan? What data will be collected? When and how often will data be reviewed? Additionally, work continues to include steps of pre-teaching content where recursive standards are in place as well as in the moment monitoring and utilizing student feedback to increase student learning. Continue the use of Immediate feedback to the teacher based upon classroom walk-throughs and observations to ensure that standards-based instruction is reflected in learning activity as well as adjust instructional focus calendar where /when needed and when needed/ appropriate. Continue individual data chats with students post PMAs and add whole class data chats after Culminating Tasks to align teaching with ownership and understanding of areas of focus for students to target tutoring and supports. Continue small group instruction and where appropriate, use enrichment activities to strengthen and accelerate learning including the use of online resource tools.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Faculty professional development will be centered in deepening student engagement, processing of information and appropriate application of learning along with any additional school wide trends that are derived from classroom walks. Additional common planning will focus on differentiated professional development as it relates to the needs of the individual professional learning communities. In correlation, any teachers, tutors, and/or MTSS push-in supports will receive professional development integral components to the planning process and supporting small group learning to maximize instructional capacity within those classrooms.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Ensuring that we are implementing professional development with alignment of social emotional learning and aligning curriculum where appropriate to culturally responsive strategy inclusion. Targeted flexible grouping and text-dependent writing across content areas to support the ESE and ELL students so that reinforcement of a specific skill will be reflected in similar strategy practice across content areas. Ensure that we are continuing our systems of communication of assessment information among PLC members and other necessary stakeholders as well as continue to actively monitor students in the moment so that daily data is collected and utilized to pre-emptively address learning gaps, misconceptions, or support through additional reteach prior to the assessment.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Well-implemented programs designed to foster positive outcomes have been found to generate, better test scores and higher graduation rates, and improved social behavior. These competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. 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.

2021-2022 Panorama Survey showed a 38% of students answered favorably about school belonging. In 2022-2023 this question will be increased by 10%.

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

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

Person responsible for monitoring outcome:

David Edwards (david.edwards1@osceolaschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Students are diverse in their learning styles and needs. It is essential to assess individuals and be focused and flexible to allow for meeting these different needs.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

Action Steps to Implement

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

1. Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual assets and, passions.

Person Responsible Joyce Conyers (joyce.conyers@osceolaschools.net)

2. Teacher will plan to build an environment of belonging.

Person Responsible Joyce Conyers (joyce.conyers@osceolaschools.net)

3. Teachers will increase student input and voice through collaboration during their PLC planning time.

Person Responsible Joyce Conyers (joyce.conyers@osceolaschools.net)

4. Teachers will encourage and facilitate students' shared decision-making through consensus/action planning.

Person Responsible Joyce Conyers (joyce.conyers@osceolaschools.net)

5. Teachers will use active learning strategies like hands-on, experiential, and project-based activities

Person Responsible Joyce Conyers (joyce.conyers@osceolaschools.net)

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

Person Responsible Tyrone Mckee (tyrone.mckee@osceolaschools.net)

7. Teachers will facilitate peer learning and teaching - collaborative learning.

Person Responsible Tyrone Mckee (tyrone.mckee@osceolaschools.net)

8. School will develop structures, relationships, and learning opportunities that support a positive culture for students and staff development.

Person Responsible Tyrone Mckee (tyrone.mckee@osceolaschools.net)

9. PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team and reported out at monthly Stocktake.

Person Responsible Tyrone Mckee (tyrone.mckee@osceolaschools.net)

10. PBIS training will be conducted by the district and the school PBIS leadership team for all staff throughout the year.

Person Responsible Tyrone Mckee (tyrone.mckee@osceolaschools.net)

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and****Rationale:**

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

Given the 2021 -2022 school data finding that only 26% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of mathematic achievement for all students.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a

data based,

objective outcome.

Math learning gains will increase by 24% in all groups.

Monitoring:

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

1. The math coach will conduct routine classroom walkthroughs and facilitate data chats with PLCs. PLCs will monitor student progress and discuss effective strategies and plan for remediation of benchmarks for POWER Up Wednesdays.
2. Administration, leadership team, and Math Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.
3. Administrative team will monitor the use of questioning in the classroom that develops the appropriate stage of fluency for the grade-level benchmarks. Questions should be focused on Costa's higher levels of questions (Inquiry).

Person responsible for monitoring outcome:

Darlin Valcin (darline.valcin1@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will use standard-based instruction to help students through making data-driven decisions based on mastery of benchmarks for the Algebra 1 and Geometry FSAs. Common assessments will be used throughout the year to guide instruction and remediation for students to improve performance on tested standards and benchmarks. Mathematical Thinking and Reasoning (MTRs) standards will be implemented in all lessons.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Using standards aligned instruction paired with the common PLC assessments that mimics the FSA will prepare students for the end of year state assessment. Collaborative planning allows with common pacing and grading provides a seamless experience for students who change schedules mid-year and provides uniformity to support students. Instructional coaching is utilized to support teachers in improving the efficacy of their instruction. MTRs will provide students with procedural fluency which is needed to build a foundation of conceptual understanding, strategic reasoning, and problem-solving (NGA Center & CCSSO, 2010; NCTM, 2000, 2014). All students need to have a deep and flexible knowledge of a variety of procedures, along with an ability to make critical judgments about which procedures or strategies are appropriate for use in particular situations (NRC, 2001, 2005, 2012; Star, 2005).

Action Steps to Implement

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

1. The math coach will conduct coaching cycles with each math teacher to improve instructional practices to meet their student's academic needs.

Person Responsible Darlin Valcin (darline.valcin1@osceolaschools.net)

2. The math coach will co-plan and model lessons with fluency as a focus.

Person Responsible Darlin Valcin (darline.valcin1@osceolaschools.net)

3. Teachers will use formative assessment data to identify student needs related to the grade level fluency benchmarks and provide targeted remediation based on the identified needs of the student using rotations on POWER Up Wednesdays. In addition, advanced students will be offered to students to extend their learning.

Person Responsible Steve Louis-Jean (steve.louisjean@osceolaschools.net)

4. Professional development will be conducted throughout the year that focuses on the development of fluency across grade levels through Mathematical Thinking and Reasoning Standards (MTR) training.

Person Responsible Steve Louis-Jean (steve.louisjean@osceolaschools.net)

5. Teachers will provide opportunities for students to work collaboratively to share their strategies and refine their thinking of fluency benchmarks by utilizing Kagan strategies.

Person Responsible Darlin Valcin (darline.valcin1@osceolaschools.net)

6. Teachers will teach reading strategies using C.U.B.E.S(Circle, Underline, Box, Eliminate/Evaluate, Solve and check) through the delivery of differentiated mathematics lessons.

Person Responsible Steve Louis-Jean (steve.louisjean@osceolaschools.net)

7. Math coach will meet with MTSS coach every two weeks to review student data and interventions to determine the effectiveness of academic literacy and math support for Tier 1, 2, & 3 students.

Person Responsible Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

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

Person Responsible Steve Louis-Jean (steve.louisjean@osceolaschools.net)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Given the data from FSA ELA 2021-22, only 32% of our student population was proficient in ELA when compared to the previous year. Ensure that strong instructional practices are planned and implemented daily for Tier 1 standards-based instruction along with data-driven interventions for Tier 2 and Tier 3.

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

Student achievement will increase from 32% to 37%.

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

- Florida Assessment of Student Thinking (FAST) as PM1, PM2, & PM3.
- FSA Retakes
- Achieve 3000
- NWEA
- Osceola Writes
- MAZE
- DIBELs

Person responsible for monitoring outcome:

Jaqueline Vicens (jaqueline.vicens@osceolaschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

The use of grade level texts daily and school-wide and the implementation of AVID strategies to support collaborative learning.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Evidence shows that when students are allowed to engage with grade-level texts supported with appropriate scaffolding, they will build the deep knowledge they need to engage in higher levels of analysis and interpretation.

Action Steps to Implement

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

1. All ELA teachers will implement and promote student ownership of learning by setting goals and tracking their own progress with the help of data chats held with their teachers.

Person Responsible

Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

2. All ELA teachers will monitor data and provide differentiated instruction strategies to all students.

Person Responsible

Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

3. Tier 2 and Tier 3 students will receive instruction in small groups in order to scaffold student learning as needed.

Person Responsible

Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

4. Teachers will hold weekly PLCs in order to promote teacher collaboration that increases student achievement by linking the learning needs of students with professional learning and the practice of teachers.

Person Responsible Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

5. Communicate results of assessments with stakeholders through data chats.

Person Responsible Steve Louis-Jean (steve.louisjean@osceolaschools.net)

6. Literacy Coach will coordinate and help facilitate FSA, SAT, and ACT bootcamps.

Person Responsible Steve Louis-Jean (steve.louisjean@osceolaschools.net)

7. Teachers will continually check for understanding allowing to make crucial instructional decisions as necessary.

Person Responsible Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

8. All teachers will implement student engagement strategies from AVID and KAGAN.

Person Responsible Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

9. Students with Disabilities will be provided with precise accommodations and modifications as specified in their individual IEP, 504 plans.

Person Responsible Jaqueline Vicens (jaqueline.vicens@osceolaschools.net)

10. ELA instruction for English Language Learners will be supported with appropriate strategies to meet their individual needs.

Person Responsible Jaqueline Vicens (jaqueline.vicens@osceolaschools.net)

11. After-school tutoring will be offered and promoted for enrichment and remediation accordingly.

Person Responsible Jaqueline Vicens (jaqueline.vicens@osceolaschools.net)

12. All ELA teachers will monitor data and provide differentiated instruction strategies to all students.

Person Responsible Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

13. Tier 2 and Tier 3 students will receive instruction in small groups in order to scaffold student learning as needed.

Person Responsible Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

14. Teachers will hold weekly PLCs in order to promote teacher collaboration that increases student achievement by linking the learning needs of students with professional learning and the practice of teachers.

Person Responsible Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

15. Communicate results of assessments with stakeholders through data chats.

Person Responsible Steve Louis-Jean (steve.louisjean@osceolaschools.net)

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

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

School data finding shows 39% of students were proficient in the 2021-2022 Biology EOC. To ensure high levels of science achievement, PLCs will work collaboratively to prepare lessons that support, provide enrichment, and advance students' knowledge to mastery.

Measurable Outcome:

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

Increase Biology science achievement by 6% from 39% to 45% on the 2022-2023 EOC.

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

1. The science coach will conduct routine classroom walkthroughs and facilitate data chats with PLCs. PLCs will monitor student progress and discuss effective strategies and plan for remediation of benchmarks for POWER Up Wednesdays.
2. Administration, leadership team, and Science Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.
3. Teachers will participate in quarterly data chats with stakeholders, students, and administration.
4. The administrative team will monitor the use of questioning in the classroom to ensure that the appropriate stage of fluency develops for the grade-level benchmarks.
5. Monitoring of ESSR subgroups for growth and proficiency.

Person responsible for monitoring outcome:

Theresa Morris (theresa.morris@osceolaschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

To improve the overall academic performance of students in science curriculum, teachers will use data-driven standard-based Tier 1 instruction towards mastery of benchmarks for the Biology EOC. Common assessments will be used throughout the year to guide instruction, for enrichment lessons, and remediation for students to improve performance on tested standards and benchmarks. Incorporate AVID and WICOR strategies for students to make connections of conceptual ideas and application of skills. POWER UP Wednesdays are dedicated to small groups, Tier 2 instruction, to remediate and provide enrichment according to their common assessment standards data.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Using standards aligned instruction paired with the common PLC assessments that mimics the EOC will prepare students for the end of year state assessment. Collaborative planning, common pacing, and grading provides a seamless experience for students who change schedules mid-year and provides uniformity to support students. Instructional coaching is utilized to support teachers to improve the efficacy of their instruction.

Action Steps to Implement

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

1. The science coach will conduct coaching cycles with each Biology teacher to improve instructional practices to meet their students' academic needs.

Person Responsible Theresa Morris (theresa.morris@osceolaschools.net)

2. The science coach will co-plan and model lessons with mastery of the standards as a focus.

Person Responsible Theresa Morris (theresa.morris@osceolaschools.net)

3. Teachers will use formative assessment data to identify student needs related to the grade level benchmarks and provide targeted remediation based on the identified needs of the student using rotations on POWER Up Wednesdays. In addition, advanced students will be provided with opportunities to extend their learning.

Person Responsible Theresa Morris (theresa.morris@osceolaschools.net)

4. Professional development will be conducted throughout the year that focuses on the development of teacher efficacy and student engagement.

Person Responsible Theresa Morris (theresa.morris@osceolaschools.net)

5. Teachers will provide opportunities for students to work collaboratively to share their thinking processes, strategies and refine their thinking by utilizing AVID and/or Kagan strategies.

Person Responsible Theresa Morris (theresa.morris@osceolaschools.net)

6. Teachers will teach reading strategies using C.U.B.E.S (Circle, Underline, Box, Eliminate/Evaluate, Solve and check) through the delivery of differentiated lessons.

Person Responsible Theresa Morris (theresa.morris@osceolaschools.net)

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

Person Responsible Theresa Morris (theresa.morris@osceolaschools.net)

#5. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Strengthen collaborative processes through PLC to ensure that the learning needs of all students are met. Participation in high quality collaboration among teachers results in better instruction, expansion of teaching resources, lesson consistency, timely progress monitoring, increased student achievement and incorporation of data to make pedagogical decisions.

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

1. 100% of staff will participate in high-quality collaboration on a monthly basis.
2. Teachers will use District Placemats and PLC Data Analysis Protocol Tool to increase achievement in literacy/math across all content areas and student subgroups.
3. Furthermore, teachers will also look at the ESSA groups using the PLC Data Analysis Protocol Tool to differentiate instruction and allow an opportunity to close the achievement gap.

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

1. Utilize the shared drive to monitor compliance and review monthly submission to ensure the PLC Analysis Protocol Tool is used to review data and help teachers make informed decisions.

Person responsible for monitoring outcome:

Marc Hernandez (marc.hernandez@osceolaschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

According to Advocates for Professional Learning Communities: Finding Common Ground in Education Reform (DuFour, 2018), "Successful systems are creating more opportunities and spaces for teachers to work together in sharing practices and research, developing lesson plans, and building consensus on what constitutes good teaching practice. . . . The expansion of Professional Learning Communities (PLCs) is indicative of the increased emphasis on teacher collaboration as the means of professional development. Through effective PLCs, teachers work together to:

- Research, try, and share best practices
- Analyse and constantly aim for high, internationally benchmarked standards
- Analyse student data and plan instruction
- Observe and coach each other

Rationale for Evidence-based Strategy:
Explain the rationale for

"The engine of improvement, growth, and renewal in a professional learning community is collective inquiry," (Dufour, Eaker, 1998, Professional Learning Communities At Work). Liberty High School will incorporate the research from Advocates for Professional Learning Communities and Solution Tree, which states that effective PLCs:

- selecting this specific strategy.**
- Collaboratively plan instruction and provide common assessments
 - Review data to make informed decisions and differentiate instruction
 - Use frequent common assessment data to review student progress
- Describe the resources/ criteria used for selecting this strategy.**
- Close the achievement gap for all students
 - Share a common mission, vision, and values
 - Continuous improvements that are results-oriented

Action Steps to Implement

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

1. PLCs will use the CUPs to plan instruction following the district curriculum map. Lesson plans will be uploaded to teams on a weekly basis.

Person Responsible David Edwards (david.edwards@osceolaschools.net)

2. PLCs will meet 4 times per month to review student common assessment data to drive instruction and ensure target alignment and overall standards-based instruction using District Placemats and the PLC Data Protocol Analysis Tool. PLC Data Analysis Protocol Tool will be uploaded to Teams throughout the school year (May 2022).

Person Responsible David Edwards (david.edwards@osceolaschools.net)

3. Leadership team members will be trained on using the PLC Data Protocol Analysis Tool to assist in participation in department PLCs. Teachers will have an understanding of the type of assessments needed to appropriately use the PLC protocol Data Analysis Sheet.

Person Responsible David Edwards (david.edwards@osceolaschools.net)

4. PLCs will complete a self-assessment that outlines which stage of the seven stages they believe they are on. In addition, PLCs will monitor their progress through the Seven Stages of Professional Learning Teams. Stage 5 is the goal by the end of the school year (May 2022).

Person Responsible David Edwards (david.edwards@osceolaschools.net)

5. Formative assessments and School City data will be used to identify individual students for support and instructional coaching for teachers in each department. School City will be utilized for easy access to student subgroup data.

Person Responsible David Edwards (david.edwards@osceolaschools.net)

6. PLC meeting dates and PLC schedules are set and provided to departments.

Person Responsible David Edwards (david.edwards@osceolaschools.net)

7. The performance of all subgroups will be closely monitored through the PLC Data Analysis Protocol Tool to identify targeted students and provide the supplemental multi-tiered support when needed.

Person Responsible David Edwards (david.edwards@osceolaschools.net)

8. PLCs will review and plan to implement the monthly AVID strategy for implementation.

**Person
Responsible**

David Edwards (david.edwards@osceolaschools.net)

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

ESSA data showed in 2021-2022, the school has six subgroups below the ESSA level of 41%. These levels are Emergent Bilinguals (ELL), Economically Disadvantaged (FRL), Multiracial students, Students with Disabilities (ESE), Black, and Hispanic.

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

2021-2022 ESSA data showed the following results for the selected subgroups: Emergent Bilinguals 34%, Economically Disadvantaged 38%, Students with Disabilities 29%, Black 40%, and Hispanic 40%. For the 2021-2022 school year, these metrics will be increased to 41% in each of the six subgroups.

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

Progress monitoring of subgroups will consist of NWEA assessment data, district baseline assessments, subject area intervention tracker, PLC data research, and Departmental subject area data analysis in order to maintain fidelity in monitoring.

Person responsible for monitoring outcome:

Lezlie Gollab (lezlie.gollab@osceolaschools.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Teachers will create an academically diverse classroom through differentiation and provide appropriately challenging learning experiences for all students. In-classroom and school wide interventions will greatly impact the ability to provide individualized instruction and close achievement gaps. The human working memory's capacity is limited, complex information is easier to process when transformed into a structured form (Schrader-Naef, 2002). Utilizing organizational learning strategies is generally beneficial for students of different personalities, learning styles, learning skills, and learning needs.

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

Differentiated instruction focuses on student choices, interests, readiness and learning styles. It encourages flexible grouping, tiered lessons and individualized scaffolding (Ninada, 2002). In addition, incorporating strategic differentiation in the classroom provides teachers the opportunity to get to know students, engage in a diverse classroom of learning needs, and create an equitable learning environment for all.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

1. Departmental and Grade Level PLCs will participate in ESSA Data research and training.

Person Responsible Lezlie Gollab (lezlie.gollab@osceolaschools.net)

2. Teachers will utilize research-based differentiated instruction, AVID strategies and best practices to facilitate individualized instruction according to student need.

Person Responsible Lezlie Gollab (lezlie.gollab@osceolaschools.net)

3. Teachers will participate in culturally diverse training.

Person Responsible Lezlie Gollab (lezlie.gollab@osceolaschools.net)

4. ESOL Compliance Specialist and Resource Compliance Specialist will work collaboratively with all content areas to ensure compliance to student IEPs, ESE, and Emergent Bilingual support strategies

Person Responsible Lezlie Gollab (lezlie.gollab@osceolaschools.net)

5. Teachers will participate in targeted interventions for Tier 2 and Tier 3.

Person Responsible Lezlie Gollab (lezlie.gollab@osceolaschools.net)

6. School's Leadership Team and MTSS Problem Solving Team will review monthly data for subgroups and develop strategic interventions as required.

Person Responsible Lezlie Gollab (lezlie.gollab@osceolaschools.net)

7. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.

Person Responsible Lezlie Gollab (lezlie.gollab@osceolaschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

n/a

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

n/a

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 new 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: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

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 take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

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. Â§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?

n/a

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

n/a

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
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n/a

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The school is building a positive culture and environment by creating action plans that address MTSS Tier 1 deficiencies in both academic and behavioral areas. Students that are feeling successful in their academic learning endeavors are less likely to be distracted and engaged in unwanted behaviors. This starts by creating strong foundational expectations at the classroom level that can be replicated across the campus. Classroom instructors will continue to develop their instructional toolbox by focusing on following the PLC+ framework. PLCs help instructors to evaluate and plan lessons by evaluating the effectiveness of instructional strategies. Part of this collaborative process also helps to identify educational inequalities so they can be addressed at every level so all students can reach their educational goals. The addition of the MTSS behavioral component will focus on students that are identified as needing additional behavioral supports in order to be successful. Students that are suspended from school are not able to progress in their learning at the same rate as their peers. By putting these supports in place, this will reduce the frequency of disciplinary incidents and reduce the overall number of suspensions. Students that know that there are adults on campus willing to help and support them even when they are not making the best decisions are more likely to change their unwanted behavior as opposed to those that are only receiving consequences. Students need to be in school in order to learn. The school will increase student enrollment in courses that support post-secondary endeavors. Students need exposure to highly rigorous instruction that will prepare them for college level courses. Programs such as AVID are designed to support students that are capable of reaching these goals. Additionally, we will be increasing the enrollment of students in Advanced Placement and Dual Enrollment courses which expose students not just to highly rigorous content, but provide students the opportunity to earn post-secondary credit.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The current stakeholders in the school include the administration, teachers, staff, students, parents, families, local community members, local business leaders, and our school board member. The school hosts monthly Student Advisory Council meetings to include the stakeholders in decision making processes that effect the operation of the school. The school booster clubs (Athletic, Band, Chorus) support student achievement in extracurricular so they can build skills and have different experiences outside of the classroom. We have partnered with local businesses to provide additional funding or support services in order to offer incentives and rewards for student achievements. Additionally, the school works with Second Harvest and Families in need as part of our Title I efforts, providing food and pantry items to families in transition.