

School District of Osceola County, FL

Poinciana Academy Of Fine Arts School



2023-24

Schoolwide Improvement Plan (SIP)

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Poinciana Academy Of Fine Arts

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www.osceolaschools.net

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.

Poinciana Academy of Fine Arts will inspire all learners to reach their highest potential as responsible, productive citizens.

Provide the school's vision statement.

Poinciana Academy of Fine Arts will work collaboratively as a staff and within the community to ensure ALL of our students develop necessary skills to be successful lifelong learners.

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
Dos Santos, Kimberley	Principal	Lead implementation of plan, follow-up on plan throughout the school year, problem-solve in areas of need, ensure resources outlined in plan are available, and provide assistance to team members when needed (facilitate stocktake process monthly).
Miranda, Joanie	Assistant Principal	Lead implementation of plan, follow-up on plan throughout the school year, problem-solve in areas of need, ensure resources outlined in plan are available, and provide assistance to team members when needed (lead stocktake process monthly).
Martin, Jamie	Instructional Coach	Lead MTSS on campus, monitor students in all tiers, update MTSS database throughout school year, schedule MTSS meetings, coach/mentor teachers, monitor school-wide PLC process, monitor PLCs and PLC progress, monitor ESSA Subgroup progress, and problem-solve areas of need (report on focus area 1 at monthly stocktake).
DeJesus, Marelin	Math Coach	Lead Math and Science on campus, monitor student learning/achievement in math and science, coach/mentor teachers, and problem-solve areas of need (report on focus areas 4 and 5 at monthly stocktake).
Murphy, Denise	Reading Coach	Lead Literacy on campus, monitor student learning/achievement in literacy, coach/mentor teachers, and problem-solve areas of need (report on focus area 3 at monthly stocktake).
Soltis, Melissa	Staffing Specialist	RCS-- Lead differentiation on campus, monitor students in ESSA subgroups, coach/mentor teachers, monitor PLCs and PLC progress, and problem-solve areas of need.
Weeks, Michelle	School Counselor	Lead core character education on campus, assist with behavior interventions campus-wide, monitor students receiving behavior interventions, communicate with MTSS coach in reference to students receiving behavior interventions, mentor/coach teacher in utilizing behavior interventions and collecting data on students receiving behavior interventions, track student attendance, schedule meetings on students with high absenteeism, promote college and career readiness, and problem-solve areas of need.
Perez, Michelle	ELL Compliance Specialist	EES ESOL Educational Specialist Lead ELL learning and best practices on campus, monitor students in ESSA subgroups, coach/mentor teachers, monitor PLCs and PLC progress, and problem-solve areas of need

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.

We hold school meetings during pre-planning to gather input from leadership team, teachers, and school staff. We then present the draft at our first School Advisory Council meeting for parents to review and provide feedback. Once we make changes based on feedback given by all stakeholders, we present the information again to the School Advisory Committee.

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 regularly monitor our Areas of Focus in our SIP through our monthly stocktake meetings. We will examine each action step and analyze appropriate data to see if the action step is having the intended impact on student achievement. During this process, our ESSA subgroups (ESE, ELL, and Black) will be monitored as well to monitor gains being made with our subgroups. We will create next steps from these meetings to adjust our plan. At midyear, we will analyze all MOY data and complete the SIP reflection to make permanent changes to the SIP based on our data at that time. We will meet with the district support team and our Assistant Superintendent to report on our outcomes at that time and share/revise our plan of action moving forward from MOY to EOY.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C 2019-20: C

	2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	35	23	31	28	19	0	0	0	137
One or more suspensions	1	4	1	7	9	5	0	0	0	27
Course failure in English Language Arts (ELA)	0	0	0	5	2	22	0	0	0	29
Course failure in Math	0	0	0	8	3	10	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	5	38	31	0	0	0	74
Level 1 on statewide Math assessment	0	0	0	5	46	43	0	0	0	94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	19	20	29	5	0	0	0	0	0	73

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	1	1	7	22	31	0	0	0	63

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	2	1	0	4	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	39	32	44	27	32	27	0	0	0	201
One or more suspensions	0	0	0	1	3	3	0	0	0	7
Course failure in ELA	0	0	1	4	7	4	0	0	0	16
Course failure in Math	0	0	1	2	4	7	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	2	35	27	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	2	52	48	0	0	0	102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	35	27	0	0	0	64

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	3	1	4	4	16	19	0	0	0	47

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	39	32	44	27	32	27	0	0	0	201
One or more suspensions	0	0	0	1	3	3	0	0	0	7
Course failure in ELA	0	0	1	4	7	4	0	0	0	16
Course failure in Math	0	0	1	2	4	7	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	2	35	27	0	0	0	64
Level 1 on statewide Math assessment	0	0	0	2	52	48	0	0	0	102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	35	27	0	0	0	64

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	3	1	4	4	16	19	0	0	0	47

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	43	48	56	42	53	57
ELA Learning Gains	57	56	61	53	56	58
ELA Lowest 25th Percentile	43	47	52	44	51	53
Math Achievement*	33	47	60	40	55	63
Math Learning Gains	49	55	64	47	59	62
Math Lowest 25th Percentile	49	46	55	44	45	51
Science Achievement*	33	43	51	41	49	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	55			61		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	362
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	40	Yes	3	
ELL	40	Yes	2	
AMI				
ASN				
BLK	40	Yes	1	
HSP	43			
MUL				
PAC				
WHT	54			
FRL	44			

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)

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	43	57	43	33	49	49	33					55

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
SWD	15	49	53	20	57	64	26					37
ELL	32	52	29	25	43	50	35					55
AMI												
ASN												
BLK	37	59	60	26	40	33	25					
HSP	43	53	28	34	50	50	33					56
MUL												
PAC												
WHT	67			36	60							
FRL	40	56	41	28	47	47	33					58

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	34	42	53	20	18	29	21					47
SWD	23	38	40	13	19	18	10					48
ELL	24	37	40	15	15	23	3					47
AMI												
ASN												
BLK	32	50		18	19		22					46
HSP	34	37	50	19	17	24	20					46
MUL												
PAC												
WHT	45			38								
FRL	29	44	75	18	16	29	20					42

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	42	53	44	40	47	44	41					61
SWD	12	24	27	23	47	50	31					61
ELL	27	38	29	23	37	25	22					61
AMI												

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
ASN												
BLK	34	54	42	44	43	30	21					56
HSP	42	47	42	38	48	50	45					62
MUL												
PAC												
WHT	44			33								
FRL	42	52	43	38	45	45	38					59

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	44%	-13%	54%	-23%
04	2023 - Spring	36%	49%	-13%	58%	-22%
03	2023 - Spring	33%	44%	-11%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	35%	49%	-14%	59%	-24%
04	2023 - Spring	27%	48%	-21%	61%	-34%
05	2023 - Spring	21%	41%	-20%	55%	-34%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	30%	40%	-10%	51%	-21%

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.

Our math showed the lowest performance at an overall proficiency of 27%. Once major contributing factor is that students lack number sense. In grades K-2 they struggle with addition which leads to difficulties with place value, multiplication, and division in grades 3-5. Additionally, the timeline taught number sense at a later time in the school year, not the beginning of the year. Lastly, students struggle with reading and understanding what to do, especially in multi-step word problems. A trend we have observed in our math data is that from 4th to 5th grade, math scores always decline.

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

The data component that showed the greatest decline was ELA proficiency. We dropped from 43% proficient in 21-22 to 33% proficient in 22-23. One major contributing factor was a change in measurement tool and mode of measurement assessment (from paper/pencil to digital). Additionally, many of our students in grades 3-5 are missing foundational skills. Closing those learning gaps for students is our greatest challenge. Exposure to a variety of vocabulary contributes to this decline in literacy. Students' stamina and interest in reading also contribute to the decline in our reading proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The component with the greatest gap compared to the state average is mathematics. Lack of number sense knowledge has contributed to this gap. Higher order thinking, multi-step questions also contribute to this gap because students struggle with answering multi-step questions (problem-solving).

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

PM3 data showed that our grade levels did increase in proficiency from BOY to EOY assessment periods. We also increased proficiency in math in 3rd grade and 5th grade. Furthermore, our PLC assessment rubric did show that all PLCs grew in their abilities to function as a cohesive PLC according to the 7 Stages Rubric. We worked to support PLCs through data analysis and make plans for addressing needs with students on the proficiency bubble.

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

Absent 10% or more days- we have 39% of our students who fall in the chronically absent category. Number of students with a substantial reading deficiency- we have 74 students with a substantial reading deficiency.

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

1. Reading-vocabulary is an area of concern for us, and we will be working towards building vocabulary in reading.
2. Math-- number sense is an area of need. We will address this concern with ONP to close skill gaps in number sense.
3. Attendance-39% of our students meet the definition of chronically absent. The state DOE recommends only 5% of a school population be considered chronically absent. We will meet with parents

and have the social worker connect with families who have children who meet the definition of chronically absent.

Area of Focus

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

#1. Instructional Practice specifically relating to 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.

District and state assessments show low proficiency in content areas (reading, math, science). Our ESSA subgroups (SWD, ELL, BLK) are all below the 41% proficiency threshold.

Measurable Outcome:

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

We expect to see a 21% growth in ELA proficiency (to 53% proficiency), 31% growth in Math proficiency (to 58% proficiency), and 21% growth in Science proficiency (to 51% proficiency). We expect to see our ESSA subgroups grow 4% in each content area.

Monitoring:

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

School Leadership Team will weekly walk classrooms in all grade levels weekly to monitor the delivery of instruction by focusing on benchmark alignment of intended learning to ensure academic rigor and plan for scaffolds and student supports are in place. Leadership team will meet weekly and monthly (Stocktake) to review trends and adjust as needed. School content coaches will be available to support the development of explicit and intentional instruction and ensure it is benchmark aligned.

Person responsible for monitoring outcome:

Dennise Murphy (dennise.murphy@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Tier 1 Foundational Instructional Practices-Tier 1 instruction offers access to grade level standards for all students while providing interventions to meet students' needs at Tier 2 and Tier 3 level.

Differentiation - students in every grade level have unique areas that need support and require a wide range of instructional strategies.

AVID learning support structure in critical areas of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier 1 Foundational Instructional Practices- Systematic and explicit instruction, visual representation, reinforce foundational skills, and provide appropriate scaffolding to acquire new skills so students can apply intended learning to complete assigned tasks. When Tier 1 instruction is successful and meets the needs of a higher percentage of students, fewer require services at the Tier 2 or Tier 3 level. In this way, it is critically important that Tier 1 instruction is as efficacious as possible (Swanson, E., Stevens, E. A., Scammacca, N. K., Capin, P., Stewart, A. A., & Austin, C. R., 2017).

Differentiated instruction designed to meet students' needs will provide students with instruction that is equitable and effective in achieving student growth to help narrow student learning gaps and therefore support our ESSA groups (Black, SWD and ELLs). Research has shown that personalizing learning to meet specific student needs helps to close learning gaps in many students, including students with disabilities (Bondie, R.S., Dahnke, C., Zusho, A., 2019).

WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at an increasingly complex level (scaffolding) within developmental, general

education, and discipline-based curriculum to ensure improved academic performance. Research demonstrates that schools who utilize the AVID model of WICOR with students increase in their academic achievement (Maddock, D.R., 2021).

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.

School leadership team (literacy coach, math/science coach, MTSS coach, EES, RCS, administration) will walk classrooms in all grade levels by December 2023. They will monitor the delivery of instruction and transfer from common planning. A system to track classroom visitations and feedback will be utilized to ensure all classrooms are visited and feedback provided.

Person Responsible: Joanie Miranda (joanie.miranda@osceolaschools.net)

By When: Starting the second week of school, we will visit classrooms at least once a week, complete the CWT, and review CWT data at weekly LT meetings.

Leadership team (Literacy Coach, Math/Science Coach, MTSS Coach, EES, RCS, administration) will meet weekly to review walkthrough data and Stocktake team will meet monthly to review trends on student progress, adjust interventions, and plan next steps to promote student achievement. Literacy Coach and Math/Science Coach will plan for Coaching Cycles based on this data review.

Person Responsible: Joanie Miranda (joanie.miranda@osceolaschools.net)

By When: From second week of school, weekly and monthly meetings (including Stocktake meetings) to review data and make decisions will be held until the end of the school year.

Weekly checks for understanding aligned to instructional benchmarks and data used in PLC for remediation and enrichment. ELA: Quick checks, checks for understanding, CWT Tool, School City Tool.

Person Responsible: Dennise Murphy (dennise.murphy@osceolaschools.net)

By When: From second week of school, occurring on a weekly basis.

Differentiation- LT (Literacy Coach, Math/Science Coach, MTSS Coach, EES, RCS, administration) will work closely with teachers to embed differentiated instruction that best meets the needs of students in small group instruction at different instructional levels. Teachers will plan and present weekly plans for differentiation in their lesson plans. There will be a focus on our ESSA subgroups who are below state expectation and Resource Compliance Specialists for ESE and ELL will support with strategies on how to support these subgroups.

Person Responsible: Joanie Miranda (joanie.miranda@osceolaschools.net)

By When: From second week of school, occurring on a weekly basis.

Teachers and Math/Science Coach will meet collaboratively on a weekly basis to discuss student learning and common assessments to identify students that are not mastering the essential standards/benchmarks and focus on reteaching and reassessing to reach benchmark mastery. They will use the Big M, checks for understanding, CWT Tool, School City Tools.

Person Responsible: Marelin DeJesus (marelin.dejesus@osceolaschools.net)

By When: From second week of school, occurring on a weekly basis.

Data collected from walkthroughs will be shared with AVID site team and PLC leads to ensure that WICOR instructional practices and supports are in place, implemented, and adjusted, as needed, to promote students' access and success in rigorous curriculum and the development of deeper levels of understanding.

Person Responsible: Marelin DeJesus (marelin.dejesus@osceolaschools.net)

By When: From second week of school, occurring on a monthly basis.

#2. 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.

The data collected from our school data shows that 137 of our students have an early warning indicator for 10% or more days absent, 74 students are at level 1 for ELA and 94 are at level 1 for Math. A positive school climate contributes to improved academic outcomes among diverse groups of students by providing students with opportunities to make meaningful connections to subject material. By strengthening our school culture and environment we will increase attendance and proficiency levels in ELA and MATH.

Measurable Outcome:

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

By the end of the 2023-2024 school year, we will decrease the number of students with 10% or more days absent by 10%. By November 2023, we will have no more than 50 students who fall into the chronically absent category. By February 2024, we will have no more than 30 students who fall into the chronically absent category.

Monitoring:

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

Principal and leadership team will work directly with staff to ensure they have strategies and the tools needed to achieve success with Positive Culture and Environment. School Stocktake meetings will take place monthly to report progress to the Principal on the Area of Focus. We will monitor progress by reviewing monthly data and meeting agendas/notes from grade level PLCs, PBIS Committee meetings and School Climate Committee.

Person responsible for monitoring outcome:

Michelle Weeks (michelle.weeks@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The school will continue implementing PBIS school-wide and have a school Climate Committee. The PBIS and School Climate Committees will meet monthly to discuss data trends and ways to proactively address areas of need. Using research from the Attendance Awareness Campaign through Attendance Works, we will host random schoolwide incentives such as dress down days and brain breaks to encourage students to be present. We will also set up regular meetings with parents and families of students who are chronically absent to build relationships and support families struggling with getting their students to school every day.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A responsive school climate fosters greater attachment to school and provides the optimal foundation for social, emotional, and academic learning (Blum, McNeely, & Rinehart, 2002; Osterman, 2000) and increases motivation to learn (K. B., & Pachan, M. 2008).

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.

Counselor and Leadership Team (Literacy Coach, Math/Science Coach, MTSS Coach, EES, RCS, and administration) will provide PD on Life Skills strategies such as hosting morning meetings, zones of regulation, school-wide PBIS expectations, equity and diversity, etc. to help create positive classroom cultures school-wide. Counselor and LT will monitor implementation through classroom walks and provide feedback to teachers weekly.

Person Responsible: Michelle Weeks (michelle.weeks@osceolaschools.net)

By When: PDs on morning meetings will be offered to teachers monthly. All teachers and staff will be trained on PBIS expectations during pre-planning. Zones of Regulation PD as needed.

PBIS- Counselor will monitor PBIS implementation and support PBIS in the classroom. She will meet monthly with the PBIS Committee to also monitor implementation of school wide PBIS and to make decisions about PBIS needs.

Person Responsible: Michelle Weeks (michelle.weeks@osceolaschools.net)

By When: Counselor will lead PBIS Committee meetings each month and meet with teachers as needed to support PBIS in the classroom.

PBIS continued- PBIS Lead (Counselor) and MTSS Coach will meet monthly to review discipline and attendance data discussed at PBIS Committee meetings. They will review students receiving Tier 2 and Tier 3 behavior supports and/or attendance supports to monitor changes in behaviors or attendance and adjust behavior interventions or attendance interventions for those students as needed. These items will also be reviewed at monthly MTSS meetings.

Person Responsible: Michelle Weeks (michelle.weeks@osceolaschools.net)

By When: Data review will occur monthly and MTSS tiered support decisions will be made monthly after the data review.

#3. 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 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.

District and state assessments show low proficiency in content areas (reading, math, science) and our PLCs struggle to function at a Level 5 or higher in the Seven Stages Rubric.

Measurable Outcome:

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

We expect to see all grade level PLCs performing at a Stage 5 or higher on the Seven Stages Rubric. Additionally, we expect to see a 20% growth in ELA proficiency (to 53% proficiency), 31% growth in Math proficiency (to 58% proficiency), and 21% growth in Science proficiency (to 51% proficiency). We expect to see our ESSA subgroups grow 4% in each content area.

Monitoring:

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

Leadership team members along with PLC Leads will monitor PLC teams to ensure schedule time is being used effectively. They will evaluate their PLC team weekly to determine which stage the PLC is performing at. The rubric will be used at the beginning, middle, and end of year to monitor the progress of teams towards the desired stage. PLC facilitator will report progress during the monthly Stocktake meetings.

Person responsible for monitoring outcome:

Jamie Martin (jamie.martin@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.)

An effective PLC must collaborate well to excel student learning. "We assert that if you want to impact learning, you have to make high-impact decisions about what AND how to teach" (Almarode, J., Fisher, D., Flories, K., Frey, N., and Nagel, D. (2020). Introduction/So What is a PLC? In PLC+ Better Decisions and Greater Impact by Design (p. 5), Corwin. PLCs will focus on the four questions to guide their educational decisions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If teachers are deliberate in their decision-making processes about what and how they teach, then students will receive rigorous instruction centered around their individual learning needs. During PLCs teachers will use the four questions to guide their thinking on exactly what they need the students to learn and how they will teach those skills/standards.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

PLC teams will establish Collective Commitments as a collective group and will abide by those commitments. LT (Literacy Coach, Math/Science Coach, MTSS Coach, EES, RCS, Counselor) members will monitor this by collecting and reviewing Collective Commitments for each PLC. LT members will attend each PLC meeting to ensure that teams follow their Collective Commitments.

Person Responsible: Jamie Martin (jamie.martin@osceolaschools.net)

By When: Collective Commitments will be established during pre-planning week. LT will check for Collective Commitments weekly during PLC meetings.

School PLC teams will meet each Wednesday following dismissal and will focus on meeting the needs of all students. Supports for ESSA Subgroups (ESE, ELL, and Black) will be discussed at each meeting and data will be reviewed to ensure progress is being made with those groups. Instructional coaches (LT members) will collaboratively review steps from the Planning for Instruction in the CUPs with all PLCs. LT will monitor this weekly by reviewing meeting agendas and curriculum plans produced by the teams. The LT will also walk classrooms weekly to monitor the delivery of instruction and transfer of common planning.

Person Responsible: Jamie Martin (jamie.martin@osceolaschools.net)

By When: LT will monitor agendas and plans weekly for the entire school year.

PLC teams will utilize all current data (quick checks, checks for understanding, unit assessments, School City, Educlimber, etc.) to make informed decisions by answering the four important questions (What they need to learn, how do we know they learned it, what do we do if they didn't and what do we do if they did). ESSA subgroups (ESE, ELL, and Black) will be analyzed in addition to overall data to plan for support for those students. Planning meeting agendas and data analysis spreadsheets will be collected by LT members to monitor this progress.

Person Responsible: Jamie Martin (jamie.martin@osceolaschools.net)

By When: LT will monitor agendas and plans weekly for the entire school year.

Instructional Coaches and LT members will share trends with PLC Teams to provide feedback on transfer of planning to teaching. This feedback will be used to adjust teaching and learning.

Person Responsible: Jamie Martin (jamie.martin@osceolaschools.net)

By When: LT will provide feedback weekly after weekly during weekly PLC meetings.

CSI, TSI and ATSI Resource Review

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

SDOC provided funds for our Reading Coach, Math/Science Coach, Learning Resource Specialist (MTSS Coach), and one academic paraprofessional. The instructional coaches support teachers in planning and analyzing data. They also work with students during intervention time. Our academic paraprofessional works with students teaching pre-teach vocabulary lessons in reading and other small group lessons as required in math and science.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

We will be focusing on teacher Professional Development in Tier 1 teaching practices, BEST Standards and differentiation. We will also be using our grade level PLCs to analyze data and strengthen our teaching practices. Open Court will be used as our Tier 1 to teach phonics in grades K-2 and we have specific interventions planned for grades K-2. 53% of 2nd graders are below grade level in Reading and 53% of our Kindergarteners are below grade level in Reading according to our 22-23 Progress Monitoring tool (Star Early Literacy and Star Literacy).

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

We will be focusing on teacher Professional Development in Tier 1 teaching practices, BEST Standards and differentiation. We will also be using our grade level PLCs to analyze data and strengthen our teaching practices. 65% of our 3rd graders are below grade level in Reading according to our 22-23 progress monitoring tool (FAST). 65% of 4th graders and 67% of 5th graders are below grade level in Reading according to state assessment data (PM3 FAST).

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Using our Progress Monitoring tool (STAR), we will decrease our students who are not proficient in Reading in grades K-2 from 53% to 47% (-6%).

Grades 3-5 Measurable Outcomes

Using state assessment tool (PM3 FAST), we will decrease students who are not proficient in reading by 12% (3rd grade will decrease from 65% to 53%; 4th grade will decrease from 65% to 53%; 5th grade will decrease from 67% to 55%).

Monitoring

Monitoring

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

We will monitor implementation of each action step throughout the year through check ins with teachers and classroom walks. We will review progress monitoring data throughout the school year and hold data digging sessions with teachers to adjust instruction and intervention groups.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Murphy, Dennise , dennise.murphy@osceolaschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

In grades K-2 we will use Lexia and FCRR Student Center Activities (Visible Learning effect size-phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate). This will be used in addition to our Tier 1 foundational skills (Open Court). We will also use Corrective Reading in second grade with tier 2 and tier 3 students (effect size .30 and .47 promising). We will use Lexia teacher-led lessons, Benchmark Quick Reads, and Corrective Reading intervention (Visible Learning effect size - small group learning: .47 promising) in grades 3-5 for students who are below grade level.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The selected programs listed above are aligned with our K-12 Reading Plan and BEST Standards. Furthermore, they support closing learning gaps for struggling students. Effect size for phonics, vocabulary, comprehension, and small group learning are at least .50 or higher.

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
We will strategically select a school Literacy Leadership committee to review data and work with teachers across campus in the area of literacy.	Murphy, Dennise , dennise.murphy@osceolaschools.net
The Literacy Leadership Team will problem-solve and work together on ensuring Literacy Practices across campus are solid in structure. This will support Action Steps in the Area of Focus.	Murphy, Dennise , dennise.murphy@osceolaschools.net
The Literacy Coach will conduct coaching cycles with teachers in need based on student data. The Literacy Coach will meet with grade levels regularly to monitor implementation of Tier 1 Core Instruction. Using the literacy assessment tools, the Literacy Coach will progress monitor student learning/progress and develop Professional Learning for teachers as needed based on student data and classroom walkthrough data.	Dos Santos, Kimberley, kimberley.dossantos@osceolaschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Our school strives to involve all parents and other stakeholders in the planning, review, and improvement of SIP and SWP. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, website, and REMIND. We share out the SIP and SWP with staff during faculty meetings during our pre-planning week. We share out this information with student stakeholders during the first week of school. We share out this information with parents and business/

community partners during our first School Advisory Council meeting in August. Once the SIP is approved, it is posted on our school website for parent access.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We are a Positive Behavior and Intervention Supports (PBIS) school. We have established STARS Expectations and these expectations are communicated to students and families in a variety of ways. We publish them in our school newsletter as well as our student/parent handbook. We also communicate these expectations and other school news via social media (Facebook, Twitter, website, etc.). Additionally, we provide a district Code of Conduct for every family which was created using input from a variety of stakeholders.

We hold School Advisory Council (SAC) meetings and Parent Teacher Organization (PTO) meetings regularly to involve all stakeholders in all that is taking place with the school. We review data and ask for input on planning for student learning and improvement.

Student success is at the core of all we do. We work together as a school and community to make sure our students can be successful. Our school holds grade level PLCs/PLTs each week and a school-wide PLC/PLT every month. We collaborate on best teaching practices and cultivate a growth mindset community which allows all staff to grow professionally. We hold meetings with parents to involve them in education decisions and to help them support their children at home.

Our school works diligently to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan. Furthermore, parents are invited in for meetings with teachers and administration to discuss their child's progress at various times throughout the school year and also when requested by the parent. Our teachers and staff also communicate regularly with parents and families through phone, email, REMIND, and social media.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Student success is at the core of all we do. We work together as a school and community to make sure our students can be successful. Our school holds grade level PLCs/PLTs each week and a school-wide PLC/PLT every month. We collaborate on best teaching practices and cultivate a growth mindset community which allows all staff to grow professionally. We hold meetings with parents to involve them in education decisions and to help them support their children at home. We utilize our district standard-aligned CUPs and focus on the implementation of these unit plans during our weekly PLC planning sessions. These items are discussed in Area of Focus 1 and 3.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

We coordinate the development of our SIP alongside several federal, state, and local services such as: Title I, Part A for the implementation of supplemental education for disadvantaged students; Title II, Part A for the implementation of various PD opportunities to support teacher growth; Title III for the implementation of Multicultural Services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation and support of students and families in transition.

Optional Component(s) of the Schoolwide Program Plan

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

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

Our school counselor meets with students regularly to provide support outside of academics. We also have a mental health counselor who is on campus once a week to meet with specific students who have a plan with permission from the parents/guardians. Our school counselor also works with teachers and provides professional development on strategies to support students with issues outside of academic subject areas.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our district is an AVID School District. We promote college and career readiness beginning in elementary school. We also use Xello to expose students to various careers throughout the school year. Each grade level has a different career focus in Xello in which students complete lessons to learn more about those career fields.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We follow the MTSS model for identifying students with behavioral needs beyond Tier 1 supports. These students are moved into Tier 2 or Tier 3 supports after data is analyzed and a need for more intensive supports and interventions is identified.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers and staff receive training in best teaching practices throughout the school year. We also provide training in specific programs and curriculum to help teachers make decisions based on data from progress monitoring assessments.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our Voluntary Pre-Kindergarten (VPK) classes provide academic and social skills support to VPK students to prepare them for kindergarten and give students the real-world school environment they will experience throughout their academic careers. The STAR Early Literacy assessment is used to measure

the literacy rates of our students and the state-required CLASS assessment to measure the fidelity of instruction in our VPK classrooms.