

School District of Osceola County, FL

# ISLAND VILLAGE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 3
  - A. School Mission and Vision ..... 3
  - B. School Leadership Team ..... 3
  - C. Stakeholder Involvement and Monitoring ..... 18
  - D. Demographic Data ..... 19
  - E. Early Warning Systems ..... 20
- II. Needs Assessment/Data Review ..... 23
  - A. ESSA School, District, State Comparison ..... 24
  - B. ESSA School-Level Data Review ..... 25
  - C. ESSA Subgroup Data Review ..... 26
  - D. Accountability Components by Subgroup ..... 28
  - E. Grade Level Data Review ..... 29
- III. Planning for Improvement ..... 30
- IV. Positive Culture and Environment ..... 45
- V. Title I Requirements (optional) ..... 49
- VI. ATSI, TSI and CSI Resource Review ..... 51
- VII. Budget to Support Areas of Focus ..... 52

## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. School Mission and Vision

#### Provide the school's mission statement

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

#### Provide the school's vision statement

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The staff of Island Village Elementary is committed to continuing our progression together to be **THE** model professional learning community that remains committed to high levels of learning through identifying and developing the creativity, gift and talent of **ALL** students.

### B. School Leadership Team

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Mr. Audie Confesor

##### Position Title

Principal

##### Job Duties and Responsibilities

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To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school-community relations including

contacts with parents, community groups, other educational agencies, school officials and the general public.

#### KEY RESPONSIBILITIES

To ensure the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula

To ensure student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under section 1008.22,

F.S.; international assessments; and other indicators of student success adopted by the district and state

To enable faculty and staff to work as a system focused on student learning and maintain a school climate that supports student engagement in learning

To establish high expectations for learning growth by all students

To engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school

To implement the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction

To engage in data analysis for instructional planning and improvement

To clearly communicate the relationships among academic standards, effective instruction, and student performance

To implement the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school

To ensure the appropriate use of high-quality formative, summative and interim assessments aligned with the adopted standards and curricula

To establish a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan

To evaluate, monitor, and provide timely feedback to faculty on the effectiveness of instruction

To recruit, develop and retain a high-quality faculty with the instructional

proficiencies needed for the school

population served

To identify faculty instructional proficiency needs, including standards based content, research-based

pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology

To implement professional learning that enables faculty to deliver culturally relevant and differentiated instruction

To provide resources and time to engage faculty in effective individual and collaborative professional learning throughout the school year

To maintain a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy

To recognize and use diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning

To promote school and classroom practices that validate and value similarities and differences among students

To provide recurring monitoring and feedback on the quality of the learning environment

To initiate and support continuous improvement processes focused on the students' opportunities for success and well-being

Engage faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps

To provide priority attention to decisions that impact the quality of student learning and teacher proficiency

To use critical thinking and problem-solving techniques to define problems and identify solutions

To evaluate decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions;

and revises as needed

To use effective technology integration to enhance decision making and efficiency throughout the school

To identify and cultivate potential and emerging leaders and empower others and distribute leadership when appropriate

To provide evidence of delegation and trust in subordinate leaders

To plan for succession management in key positions

To promote teacher-leadership functions focused on instructional proficiency and student learning

To develop sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders

To organize time, tasks and projects effectively with clear objectives and coherent plans

To establish appropriate deadlines for him/herself and the entire organization

To manage schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development

To be fiscally responsible and maximize the impact of fiscal resources on instructional priorities

To actively listen to and learn from students, staff, parents, and community stakeholders and recognize individuals for effective performance

To communicate student expectations and performance information to students, parents, and community

To maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school

To create opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues

To utilize appropriate technologies for communication and collaboration and ensure faculty receives timely

information about student learning requirements, academic standards, and all other local state and federal

administrative requirements and decisions

To adhere to the Code of Ethics and the Principles of Professional Conduct



for the Education Profession in

Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. and all policies and laws governing schools

To demonstrate resiliency by staying focused on the school vision and reacting constructively to the barriers to

success that include disagreement and dissent with leadership

To demonstrate a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community

To engage in professional learning that improve professional practice in alignment with the needs of the school system

To demonstrate a willingness to admit error and learn from it and to demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback

To perform all other duties required to fulfill the school district's mission.

## **Leadership Team Member #2**

### **Employee's Name**

Mrs. Patricia Cummins

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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To assist the principal in ensuring the school's learning goals are based on the state's adopted student

academic standards and the district's adopted curricula

To assist the principal in ensuring student learning results are evidenced by the student performance and

growth on statewide assessments; district-determined assessments that are implemented by the district under section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state

To assist the principal in enabling faculty and staff to work as a system focused on student learning and

maintain a school climate that supports student engagement in learning

To establish high expectations for learning growth by all students

To engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school

To assist the principal in implementing the Florida Educator Accomplished Practices as described in Rule 6A?5.065, F.A.C., through a common language of instruction

To engage in data analysis for instructional planning and improvement

To clearly communicate the relationships among academic standards, effective instruction, and student performance

To assist the principal in implementing the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school

To ensure the appropriate use of high quality formative, summative and interim assessments aligned with the adopted standards and curricula

To assist the principal in establishing a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan

To assist the principal in evaluating, monitoring, and provide timely feedback to faculty on the effectiveness of instruction

To assist the principal to recruit, develop and retain a high quality faculty with the instructional proficiencies needed for the school population served

To assist the principal in identifying faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology

To assist the principal in implementing professional learning that enables faculty to deliver culturally relevant and differentiated instruction

To provide resources and time to engage faculty in effective individual and collaborative professional learning throughout the school year

To maintain a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy

To recognize and use diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning

To promote school and classroom practices that validate and value similarities and differences among students

To assist the principal to provide recurring monitoring and feedback on the quality of the learning environment

To assist the principal in initiating and supporting continuous improvement processes focused on the students' opportunities for success and well-being

To assist the principal in recognizing and understanding cultural and developmental issues related to student

learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps

To assist the principal in providing priority attention to decisions that impact the quality of student learning and teacher proficiency

To use critical thinking and problem solving techniques to define problems and assist the principal to identify solutions

To assist the principal in evaluating decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed

To use effective technology integration to enhance decision making and efficiency throughout the school

To assist the principal to identify and cultivate potential and emerging leaders and empower others and distribute leadership when appropriate

To provide evidence of delegation and trust in subordinate leaders

To assist the principal in planning for succession management in key positions

To assist the principal in promoting teacher-leadership functions focused

on instructional proficiency and student learning

To assist the principal in developing sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders

To assist the principal to organize time, tasks and projects effectively with clear objectives and coherent plans

To establish appropriate deadlines for him/herself and the entire organization

To manage schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development

To assist the principal to be fiscally responsible and maximize the impact of fiscal resources on instructional priorities

To actively listen to and learn from students, staff, parents, and community stakeholders and recognize individuals for effective performance

To assist the principal in communicating student expectations and performance information to students, parents, and community

To maintain high visibility at school and in the community and regularly engage stakeholders in the work of the school

To assist the principal in creating opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues

To utilize appropriate technologies for communication and collaboration and ensure faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions

To adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in

Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. and all policies and laws governing schools

To demonstrate resiliency by staying focused on the school vision and reacting constructively to the barriers to

success that include disagreement and dissent with leadership

To demonstrate a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community

To engage in professional learning that improve professional practice in alignment with the needs of the school system

To demonstrate a willingness to admit error and learn from it and to demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback

To perform all other duties required to fulfill the school district's mission.

### **Leadership Team Member #3**

#### **Employee's Name**

Mrs. Ashley Elms

#### **Position Title**

Math and Science Coach

#### **Job Duties and Responsibilities**

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1. Serve as coach, mentor, and conduct on-going classroom observations of mathematics and science instruction.
2. Facilitate implementation of appropriate mathematics and science curriculum by providing technical assistance and on-going support for elementary school teachers as they identify and implement authentic learning activities and materials, implement effective teaching strategies, evaluate student progress, and participate in student screening and progress-monitoring.
3. Support and assist classroom teachers in assessing the specific mathematics and science needs of students, develop appropriate, differentiated instruction, and refer students to the elementary school remediation process if necessary.
4. Assist the District in implementing the elementary school mathematics and science curricula at the school level.

5. Provide opportunities for professional development in mathematics and science components, scientifically-based mathematics and science research, high quality mathematics and science instruction, and data interpretation and management; involving teachers, assistants, administrators, parents, and other stakeholders.
6. Coordinate and assist with mathematics and science assessments, student progress monitoring, and training teachers in student data analysis.
7. Participate in the selection and/or adoption of textbooks and other instructional materials at the school and/or county level.
8. Assist in the preparation and monitoring of the School Improvement Plan/Continuous Improvement Model.
9. Inventory and monitor the use of mathematics/science materials
10. Coordinate vertical articulation between grade levels.
11. Perform other duties as directed by the Principal or the Director of Elementary Education.

## **Leadership Team Member #4**

### **Employee's Name**

Ms. Shannan Johnson

### **Position Title**

MTSS Coach

### **Job Duties and Responsibilities**

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1. To assist in writing, compilation and dissemination of elementary curriculum at the school level.
2. To facilitate implementation of appropriate curriculum by providing technical assistance and ongoing support for elementary teachers as they identify authentic learning activities and materials, implement effective teaching strategies, and evaluate student progress.
3. To support and assist the classroom teacher in identifying specific needs of children, developing

appropriate educational plans, and referring to the child study team when necessary.

4. To serve as a member of a child study team.

5. To assist with needs assessment and provide opportunities for professional development involving teachers, assistants, administrators, and other stakeholders.

6. To assist in facilitation of parent/community involvement in the education process at the school level.

7. To participate in the selection and/or adoption of textbooks and other instructional materials at the school school and/or county level.

8. To assist in the compilation of data to evaluate current programs and projects.

9. To assist in the preparation of written documents that promote and positive communication reflective of school goals and activities.

10. To perform other duties as directed by the Principal or the Coordinator of Early Childhood and Elementary Education.

## **Leadership Team Member #5**

### **Employee's Name**

Mrs. Lilys Taveras

### **Position Title**

Literacy Coach

### **Job Duties and Responsibilities**

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1. Serve as a coach, mentor, and conduct on-going classroom observations of literacy instruction.

2. Facilitate implementation of appropriate curriculum by providing technical assistance and on-going support for elementary school teachers as they identify authentic learning activities and materials, implement effective literacy instructional strategies, and evaluate student progress.

3. To support and assist classroom teachers with identifying specific needs of children, developing appropriate educational plans, and referring the child study team when necessary.

4. To assist the District in writing, compiling, and disseminating elementary

literacy curriculum at the school.

5. To provide opportunities for professional development in reading components involving teachers, assistants, administrators, parents, and other stakeholders.

6. To coordinate and assist with literacy assessment, monitor student progress, and train teachers in student data analysis.

7. To assist in facilitation of parent/community involvement in the education process at the school level.

8. To participate in the selection and/or adoption of textbooks and other instructional materials at the school and/or county level.

9. To conduct in-service sessions for teachers such as scientifically-based reading research, high quality reading instruction, and data interpretation and management.

10. To assist in the preparation of written documents which promote programs and positive communication reflective of school goals and activities.

11. To perform other duties as directed by the Principal or the Director of Elementary Education.

## **Leadership Team Member #6**

### **Employee's Name**

Ms. Junelie Rivera-Laracuente

### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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1. Consult and collaborate with administrators, teachers, parents and district support personnel in identifying and resolving student issues and needs.

2. Provide developmental and preventive programming of individual, small group and large group counseling services.

3. Align school counseling activities to the District Strategic Plan.

4. Assist students in developing social emotional learning skills including: self-awareness, selfmanagement, responsible decision-making, relationship skills and social



awareness.

5. Serve as resource person for school staff on school counseling related activities and techniques.
6. Make referrals to school and community agencies as appropriate and collaborate with the student services team that serves the school.
7. Design and implement a data-driven comprehensive school counseling program to meet the academic, career and social/personal needs of students at the school.
8. Career and educational counseling including helping students make informed academic and career choices using multiple student data sources and education and career placement services
9. To participate in on-going workshops, seminars, and conferences to continue professional growth.
10. Provide crisis counseling and intervention.
11. To perform other duties as assigned by the Principal or Superintendent

## **Leadership Team Member #7**

### **Employee's Name**

Ms. Rina Antido

### **Position Title**

Testing Coordinatoor

### **Job Duties and Responsibilities**

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1. To maintain a valid Florida Teaching Certificate. 2. To conform to all rules and regulations that may be prescribed by the State Board of Education; and conform to the rules and regulation that may be prescribed by the School Board where such rules and regulations are not inconsistent with the Collective Bargaining Agreement. 3. To use prescribed materials and methods in the efficient execution of his/her teaching duties according to subject area or grade level to which assigned. 4. To prepare and maintain such records and reports as may be required by State and Federal law, regulations of the State Board, School Board, or School Administration. 5. To fulfill the term of any signed written contract, unless released from such contract by the School Board. 6. To perform other duties as assigned by the Principal or Superintendent of Schools.

## **Leadership Team Member #8**

### **Employee's Name**

Mrs. Joanna Turner

**Position Title**

Resource Compliance Specialist

**Job Duties and Responsibilities**

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1. To assist ESE teachers with curriculum methods and techniques, and selection of appropriate instructional materials and equipment in conjunction with district staff. 2. Assist in developing and providing professional development to teachers regarding the needs of students with disabilities. 3. To conduct all staffings and placements for Exceptional Student Education, including the collection of all necessary documentation prior to student being staffed and/or identified for an exceptional education program or service. 4. To develop and implement activities promoting inclusive practices. 5. To participate in MTSS as it relates to student's being considered for evaluation, as suspected of having a disability. 6. To act as a resource to school based administrators, teachers and counselors regarding ESE rules, regulations, compliance requirements, program needs, school responsibilities, discipline concerns, parent requests, and other ESE related matters. 7. To provide information to the Transportation Department regarding provision of transportation services to ESE students. 8. To serve as a liaison between the principal and the district ESE staff. To attend workshops, conferences, and meetings necessary to maintain and update professional knowledge. 9. To conduct follow up activities which may result from the eligibility staffing recommendations. 10. To serve as the contact for FTE issues related to students with disabilities and assist school during survey weeks and the Federal counts. 11. To serve as the liaison for Matrix development and training in conjunction with district staff. 12. To collaborating with parents and staff to problem solve issues and complaints regarding services and programs to ESE students. 13. To assist teachers in the development and implementation of Individual Education Plans to include review of academic and behavioral data. 14. To assist the ESE district office in coordination of Extended School Year Services for students with disabilities. 15. To perform other ESE related duties as requested by the principal or Director of ESE.

**Leadership Team Member #9****Employee's Name**

Ms. Rosmar Melendez

**Position Title**

ESOL Education Specialist

**Job Duties and Responsibilities**

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1. Act as a resource to the principal and staff regarding ESOL procedure, State Board Rules and Consent Decree. 2. Coordinate the ESOL referrals, ELL Committee meetings, placement, testing and re-evaluation process at the school level. 3. Provide appropriate ESOL inservice for faculty and staff at the school site. 4. Conduct the aural/oral language testing on new students entering the school and follow-up on the student in need of standardized testing. 5. Conduct all ELL Committee Meetings for

ESOL programs. 6. Coordinate the Basic Subject Area Instruction for ESOL students and coordinate all the documentation required. 7. Chair all ELL Committee meetings at the school. 8. Coordinate the use of all ESOL forms at the school level including referral, testing, ELL student plans, data entry forms, FTE and other forms as may be required by state and/or district policy. 9. Serve as a liaison between the principal and the district ESOL staff. 10. Attend workshops, conferences, and meetings necessary to maintain and update professional knowledge in the ESOL area. 11. Coordinate the articulation for ESOL students moving from one grade level to another and monitor the progress of ELL students in the transition from elementary to middle and to high. 12. Assist the Guidance Department in the scheduling of ESOL students. 13. Perform other ESOL related duties as may be requested by the Principal/Director of the Multicultural Education Department.

## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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Students, Parents, Business Partners, and staff were invited to put together the school Mission Statement at the opening of Island Village Elementary School in August 2023. We will meet again in August 2024 with our School Advisory Council to go over our Areas of Focus.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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We will have weekly leadership meetings which will include data updates and action steps.

We will meet with our PLC Leads monthly to discuss progress and evidence of student learning. The leads will share progress and lead problem-solving discussions with their teams to continuously improve student learning.

During SAC Meetings, we will share the progress on our areas of focus.

Data chats with staff and students will occur monthly and after progress monitoring at the beginning and middle of the year.

Students will be leading student led conferences with parent and teacher at least two times this school year.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>68.6%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>68.2%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: * 2021-22: 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days	3	14	18	10	10	13				68
One or more suspensions		1		2		5				8
Course failure in English Language Arts (ELA)			1	17		7				25
Course failure in Math				2	1	3				6
Level 1 on statewide ELA assessment				4	4	9				17
Level 1 on statewide Math assessment				2	14	18				34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	28	20	29	5						82
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	15	13	22	11	13					74

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1			1						2
Students retained two or more times										0

**Prior Year (2023-24) As Last 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 school days	3	14	18	10	10	13				68
One or more suspensions		1		2		5				8
Course failure in ELA			1	17		7				25
Course failure in Math				2	1	3				6
Level 1 on statewide ELA assessment				4	4	9				17
Level 1 on statewide Math assessment				2	14	18				34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		31	29	35						95

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.



## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	58	49	57	44		53		48	56
ELA Grade 3 Achievement **	61	52	58	46		53			
ELA Learning Gains	62	56	60						
ELA Learning Gains Lowest 25%	52	53	57						
Math Achievement *	58	50	62	46		59		44	50
Math Learning Gains	58	53	62						
Math Learning Gains Lowest 25%	58	46	52						
Science Achievement *	45	47	57	43		54		46	59
Social Studies Achievement *								55	64
Graduation Rate								42	50
Middle School Acceleration								42	52
College and Career Readiness									80
ELP Progress	42	59	61	59		59			

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

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	494
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
55%						

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	40%	Yes	1	
English Language Learners	44%	No		
Black/African American Students	30%	Yes	1	1
Hispanic Students	52%	No		
White Students	67%	No	1	1
Economically Disadvantaged Students	52%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
No ESSA data found for this school and year				

No ESSA data found for this school and year

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%
---------------	---------------------------------	--------------------	---	---

No ESSA data found for this school and year

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	58%	61%	62%	52%	58%	58%	58%	45%					42%
Students With Disabilities	34%	38%	58%		34%	37%							
English Language Learners	43%	27%	64%	40%	48%	50%		41%					42%
Black/African American Students	30%				30%								
Hispanic Students	54%	50%	63%	53%	52%	54%	50%	47%					44%
White Students	74%	82%	60%		80%	65%		43%					
Economically Disadvantaged Students	50%	50%	61%	58%	46%	56%	65%	36%					42%

## E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	54%	49%	5%	55%	-1%
Ela	4	48%	45%	3%	53%	-5%
Ela	5	42%	46%	-4%	55%	-13%
Math	3	71%	52%	19%	60%	11%
Math	4	51%	45%	6%	58%	-7%
Math	5	33%	41%	-8%	56%	-23%
Science	5	35%	42%	-7%	53%	-18%

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

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

---

This was the first year for Island Village Elementary School so we do not yet have an area of "most improvement".

##### Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

---

According to our FAST data, our school demonstrated a deficiency in our lowest subgroup was our Black/African American population with 30% proficiency in both ELA and Math. A contributing factor could have been that this subgroup was an oversight as all of our students were included as learners, rather than ethnicity. Another factor could have been a lack of relationship building. This was the first year for Island Village Elementary School so we do not yet have trends.

##### Greatest Decline

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

---

This was the first year for Island Village Elementary School so we do not yet have a decline or factors for this category.

##### Greatest Gap

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

---

Our greatest gap was science achievement for our fifth grade students with 45% proficient compared to the state's 53% proficiency rate. Factors contributing to this gap included a new team that was not cohesive, some teachers missed common planning with science instructional coach and had a fixed mindset.

##### EWS Areas of Concern

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

---

ELA and Math achievement- particularly for our two targeted groups: SWD population and our Black/African American.



Also Math Learning Gains for our targeted group of Black/African American. Additionally, the largest non-academic concern is students that have a below 90% attendance rate, which greatly impacts instruction within the classroom setting.

**Highest Priorities**

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

---

Science Achievement for grade 5

Targeted groups Black/African American and Student With Disabilities

ELA Lowest Quartile

Math Learning Gains grades 3-5

Third grade ELA Achievement

Student Attendance

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Based on 2023-2024 school data productive actions are necessary to accomplish our goal of increasing proficiency, ensuring higher levels of achievement and student growth for our targeted students with disabilities.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

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

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

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

#### Person responsible for monitoring outcome

Joanna Turner

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### Description of Intervention #1:

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

#### Rationale:

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

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

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

**Person Monitoring:**

Joanna Turner

**By When/Frequency:**

On Going until last week of May

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Based on 2023-2024 school data productive actions are necessary to accomplish our goal of increasing proficiency, ensuring higher levels of Science achievement and student growth for all students.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Based on the 5th grade FSSA for the 2023-2024 school, 45% of our 5th grade students were proficient in science. Science Proficiency at Island Village Elementary will be at 60% or higher in all grades.

**Monitoring**

---

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

- 1) Students' 1st-5th grade will participate in a science lab essential weekly.
- 2) Progress will be monitored in various ways. Administration, leadership team and math/science coach will monitor all collaborative teams by conducting classroom observations to ensure improvement in student achievement.
- 3) School PLC teams will meet weekly for planning, analyzing, reflecting and revising plans on course progression of individual student's needs as a collaborative team.
- 4) School City will be used by each PLC team for assessing, analyzing data, data chats, reflecting and revising plans on course progression of individual student's needs.
- 5) School Stocktake Model will take place each month and the Math/Science Coach will report progress on the Area of Focus.

**Person responsible for monitoring outcome**

Ashley Elms

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

-Students will participate in academic teaming discourse through collaborative structure. When students engage in academic conversations they process new knowledge verbally, engage in the topic and are empowered to express their own ideas. -Teachers will deliver rigorous lessons that ensure target task alignment. Research illustrates a correlation between student's achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning. (William. 2007), (Marzano, 2003) -Savvas Science, Mystery Science Lessons, Essential Labs from the Maps, Hands-on labs, Small group interventions including pull out small groups (no more than 5) will take place 2-4 times per week, 1st-5th science lab essentials, 5th grade Einstein hour.

**Rationale:**

School district adopted Savvas Science curriculum will be utilized for content learning. Mystery science lessons will completed as well as the hands-on activities. Small groups (no more than 5) will take place 2-4 times per week in the classroom, 1st-5th science lab essentials weekly, 5th grade Einstein hour weekly.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

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

**Person Monitoring:**

Ashley Elms

**By When/Frequency:**

By May 29, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

-Providing training and support for implementing academic teaming. -Facilitate training on how to use data to drive instruction, grouping students for academic teaming and small group instruction. -Coaching support will be provided to build teacher capacity and efficacy. -Staff will utilize high-quality Science instructional materials. -Essential labs and hands on labs -Teachers will differentiate instruction using research-based instructional strategies based on data analysis to improve literacy proficiency of all students. -Teachers will use Summative/Formative assessments, progress monitoring data to identify and target individual student needs. -All students will receive extra support through Multi-Tiered System of Support to meet individual student needs. -ELL and ESE students will receive support in the classroom through the collaboration of the paraprofessionals, VE teachers, ESOL compliance specialist and RCS to ensure teachers use instructional strategies to meet individual student needs.

**Area of Focus #3**

Address the school’s highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Professional Learning Communities**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Professional Learning Communities are essential to student proficiency and learning gains. When teams work together to analyze data and act on that data to improve instruction and close learning gaps, student achievement is high. While gains were made last year, more consistent PLC's would have resulted in higher student learning gains and proficiency.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

2023-2024 DATA is as follows:

ELA Achievement-58%

ELA Learning Gains-62%

ELA Bottom Quartile Learning Gains-52%

Math Achievement-58%

Math Learning Gains-58%

Math Bottom Quartile Learning Gains-58%

Science-45%

Island Village Goals for 2024-2025 are as follows:

ELA Achievement-70%

ELA Learning Gains-70%

ELA Bottom Quartile Learning Gains-70%

Math Achievement-70%

Math Learning Gains-70%

Math Bottom Quartile Learning Gains-70%

Science-60%

To meet these goals, PLC's will need to come together at a minimum of once per week to analyze data and collaboratively plan for student achievement, based on the given data.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Each grade level PLC will be monitored by a member of the IVES Leadership Team. The Leadership Team member will guide the team in effectively analyzing data, answering the 4 PLC questions, and planning for data driven instruction.

### **Person responsible for monitoring outcome**

Shannan Johnson

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

Teachers will provide research-based instructional teaching and learning strategies and supports for students with learning gaps. These intervention resources include FCRR Student Center Activities,

Open Court Foundational Skills and Lexia Core 5. Enrichment materials will planned for those students that have mastered given standards.

**Rationale:**

When answering the question of "What do we do when students don't learning the material?", interventions must be provided to reteach the concepts.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Time for PLC

**Person Monitoring:**

S. Johnson and Coaches

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Coaches will monitor to make sure that sufficient time is given for weekly PLC Meetings.

**Action Step #2**

Data Analys

**Person Monitoring:**

Academic Coaches

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Academic Coaches will ensure that all members arrive at PLC with their appropriate data and all data is reviewed.

**Action Step #3**

Data Based Planning

**Person Monitoring:**

Academic Coaches

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Academic Coaches and other Leadership Team members will ensure that planning is based on relevant and recent data.

**Area of Focus #4**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Intervention**

**Area of Focus Description and Rationale**

---

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

During the 2023-2024 opportunities were missed for overall learning gains and bottom quartile gains. Stronger academic interventions will result in higher learning gains and close gaps, leading to higher proficiency.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

2023-2024 DATA is as follows:

ELA Achievement-58%

ELA Learning Gains-62%

ELA Bottom Quartile Learning Gains-52%

Math Achievement-58%

Math Learning Gains-58%

Math Bottom Quartile Learning Gains-58%

Science-45%

Island Village Goals for 2024-2025 are as follows:

ELA Achievement-70%

ELA Learning Gains-70%

ELA Bottom Quartile Learning Gains-70%

Math Achievement-70%

Math Learning Gains-70%

Math Bottom Quartile Learning Gains-70%

Science-60%

Data based and fluid interventions four days per week will result in academic gaps being closed, resulting in higher student achievement.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Tier 2 students will have PM once time per month using STAR for both reading and math.

Tier 3 students will have PM twice per month using STAR for both reading and math.

### **Person responsible for monitoring outcome**



Shannan Johnson

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

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

**Rationale:**

Research based methods of interventions will close learning gaps, resulting in stronger learning gains.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Group students for Interventions

**Person Monitoring:**

S. Johnson

**By When/Frequency:**

9/2

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students were initially grouped using 2023-2024 PM3 data and interventions began on 8/19.

**Action Step #2**

Review Intervention Placement

**Person Monitoring:**

Academic Coaches

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

After PM1 for 2023-2024 concludes, Academic Coaches will review placements and meet with PLC teams to refine placements.

**Action Step #3**

Ongoing Monitoring

**Person Monitoring:**

Academic Coaches

**By When/Frequency:**

Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Coaches will meet with grade levels on a monthly basis to review data and refine intervention placement.

**Area of Focus #5**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Black/African American Students (BLK)****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

The 2023-2024 PM3 assessment data in ELA showed a decrease in proficiency in our ESSA Subgroups. In order to increase achievement in all subgroups, intentional planning of differentiated instruction based on progress monitoring data must take place during weekly PLC. These strategies need to be incorporated in daily lesson and small group instruction to ensure high levels of student's engagement and achievements.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

We currently have 50 African American students in grades third through fifth. In the 2023-2024 school year, our African American population only 27% showed proficiency in ELA, 27% showed proficiency in math, and 20% showed proficiency in Math. Our goal for the 2024-2025 school year is to increase proficiency in ELA to 50% and Math to 45%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

- 1-The Leadership team will ensure high quality differentiated instruction and learning is occurring daily by monitoring during walkthrough.
- 2-Grade levels PLC will conduct weekly purposeful PLC meetings for planning, analyzing standards, reflecting and revising plans based on individual student's needs.
- 3- School City assessments will be used by PLC teams to analyze data, reflect and revise plans of actions in the progression of individual student to ensure improvement in student achievement.

**Person responsible for monitoring outcome**

Ashley Elms and Lilys Taveras

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

-All students will receive extra support through Multi-Tiered System of Support based on individual student's needs to increase proficiency. -Teachers will differentiate instruction using research-based instructional strategies based on the data analysis in order to improve literacy proficiency. -Students will engage in activities through a collaborative structure and academic teaming. Working in collaborative teaming activities will help students increase academic vocabulary by engaging in academic conversations. -Teachers will delivered rigorous lessons that ensures target task alignment.

**Rationale:**

-Teachers will utilize high-quality ELA instructional materials such as Benchmark and Open Court. -Small group interventions will take place 3-5 times per week to close individual student's gaps. -Research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable 2008)

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Teachers will provide it with professional development on how to implement curriculum resources and strategies.

**Person Monitoring:**

Ashley Elms and Lilys Taveras

**By When/Frequency:**

By May 29, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

-Coaching support will be provided to build teacher capacity and efficacy. -Academic coaches will ensure that PLC teams are meeting weekly and come prepared with curriculum materials and data. -School Stocktake Model will be conducted monthly and Literacy Coach will report progress on the area of focus. -The Leadership team will analyze classroom snapshot data that will be collected weekly to provide evidence of teacher planning for differentiated instruction and target task alignment.

**Action Step #2**

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

step:

## Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA required by RAISE (specific questions)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Based on 2023-2024 school data productive actions are necessary to accomplish our goal of increasing proficiency, ensuring higher levels of Literacy achievement and student growth for all students

Kindergarten | 54%

Grade 1 | 45%

Grade 2 | 38%

Grade 3 | 61%

Grade 4 | 55%

Grade 5 | 42%

Overall proficiency: 49%

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

---

Teams will work with literacy coach to plan instruction. The focus is: target task alignment with the benchmark, student collaboration and students tracking progress to the target with teacher monitoring.

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

---

Teams will work with literacy coach to plan instruction. The focus is: target task alignment with the benchmark, student collaboration and students tracking progress to the target with teacher monitoring.

#### Grades K-2: Measurable Outcome(s)

---

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

#### Grades 3-5: Measurable Outcome(s)

---

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

#### Monitoring

---

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

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

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

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

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

### **Person responsible for monitoring outcome**

Lilys Taveras

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Students will participate in academic teaming discourse through collaborative structure. When students engage in academic conversations they process new knowledge verbally, engage in the topic and are empowered to express their own ideas. Teachers will deliver rigorous lessons that ensure target task alignment. Research illustrates a correlation between student's achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning. (William. 2007), (Marzano, 2003) Florida Benchmark Advance 2022, Florida Edition, Small group interventions including pull out small groups (no more than 5) will take place 2-4 times per week, Lexia Core 5

#### **Rationale:**

Florida Benchmark Advance 2022, Florida Edition (FLDOE Review of Instructional Materials Percent of Alignment-K-96.78%, 1st-100%, 2nd-85.94%, 3rd-81.25%, 4th-79.68%, 5th- 95.31%) Small group interventions including pull out small groups (no more than 5) will take place 2-4 times per week. (Visible Learning effect size - small group learning: .47 promising) Lexia Core 5 (ESSA Rating: Promising)

#### **Tier of Evidence-based Intervention:**

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Professional Development- Utilize and Implementation of ELA Curriculum

**Person Monitoring:**  
Lilys Taveras

**By When/Frequency:**  
August 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

**Action Step #2**

Professional Development on Academic Teaming

**Person Monitoring:**  
Lilys Taveras

**By When/Frequency:**  
May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Providing training and support for implementing academic teaming.

**Action Step #3**

Professional Development on Data driven instruction

**Person Monitoring:**  
Lilys Taveras

**By When/Frequency:**  
May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Facilitate training on how to use data to drive instruction, grouping students for academic teaming and small group instruction. Teachers will use Summative/Formative assessments, progress monitoring data to identify and target individual student needs.

**Action Step #4**

Coaching Cycles for specific ELA teachers

**Person Monitoring:**  
Lilys Taveras

**By When/Frequency:**  
May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Coaching support will be provided to build teacher capacity and efficacy

**Action Step #5**

Utilizing high quality curriculum

**Person Monitoring:**  
Lilys Taveras

**By When/Frequency:**  
May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

**Action Step #6**

Differentiated instruction

**Person Monitoring:**

Lilys Taveras

**By When/Frequency:**

May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

**Action Step #7**

MTSS Process

**Person Monitoring:**

Lilys Taveras

**By When/Frequency:**

May 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

## IV. Positive Culture and Environment

### Area of Focus #1

Student Attendance

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

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

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

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

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

**Person responsible for monitoring outcome**

Shannan Johnson

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

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

**Rationale:**

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

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:****Action Step #1**

Staff Introduction of PBIS Schoolwide

**Person Monitoring:**

Patricia Cummins

**By When/Frequency:**

August 2024/Bi-monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

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

**Action Step #2**

Student Introduction to PBIS Expectations

**Person Monitoring:**

Patricia Cummins

**By When/Frequency:**

August 12, 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action**



**step:**

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

**Action Step #3**

PBIS Committee Meetings/Data Analysis

**Person Monitoring:**

Nicole Roux

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

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

**Action Step #4**

Student Recognition

**Person Monitoring:**

Nicole Roux/Patricia Cummins

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

Students will be recognized for displaying school wide expectations.

**Area of Focus #2**

Teacher Attendance

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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No Answer Entered

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

No Answer Entered

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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No Answer Entered

**Person responsible for monitoring outcome**

Junelie Rivera

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the

measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

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

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Island Village Elementary / Homepage (osceolaschools.net)

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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Island Village Elementary / Homepage (osceolaschools.net)

#### Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

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No Answer Entered

#### How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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No Answer Entered

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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. (ESEA 1114(b)(7)(iii)(I))

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No Answer Entered

#### **Preparing for Postsecondary Opportunities and the Workforce**

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. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### **Addressing Problem Behavior and Early Intervening Services**

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 ESEA 1114(b)(7)(iii)(III)).

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No Answer Entered

#### **Professional Learning and Other Activities**

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. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### **Strategies to Assist Preschool Children**

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

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No Answer Entered

## **VI. ATSI, TSI and CSI Resource Review**

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

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We will use the SDOC Decision Tree to choose resources to best meet identified student needs.

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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Teachers will provide research-based instructional teaching and learning strategies and supports for students with disabilities and our Black/African American subgroups. These intervention resources include FCRR Student Center Activities, Open Court Foundational Skills and Lexia Core 5. Progress monitoring will take place bi-weekly through STAR and adjustments will be made as needed.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00