

School District of Osceola County, FL

Chestnut Elementary School For Science And Engineering



2018-19 Schoolwide Improvement Plan

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Chestnut Elementary School For Science And Engineering

4300 CHESTNUT ST, Kissimmee, FL 34759

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	B	B*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Chestnut Elementary School is "To create an engaging and respectful learning environment through open communication and collaboration which prepares each student for a successful life."

Provide the school's vision statement.

The Vision of Chestnut Elementary School is to provide a nurturing and collaborate learning environment to meet the needs of ALL students.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bressler, Gary	Principal
Gomez, Maria	Assistant Principal
Vazquez, Milbia	Other
Confesor, Sarah	Teacher, K-12
Bennett, Dana	Instructional Coach
Concepcion, Alicia	Instructional Coach
Centeno, Maritza	School Counselor
Lopez, Maggie	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Gary Bressler-Principal (Leader of monitoring student learning, ensuring fidelity of all programs, and providing support to all staff and students as it relates to instructional needs.)

Maria Gomez-Assistant Principal ((Leader of monitoring student learning, ensuring fidelity of all programs, and providing support to all staff and students as it relates to instructional needs.)

Milbia Vazquez-Resource Compliance Specialist (Ensures compliance of ESE student's IEPs as well as monitors student progress and provides recommendations to the Leadership TeamA)

Sarah Hayes-MTSS Coach (Oversees the scheduling and implementation of all Tiered interventions in grades PK-5)

Dana Bennett-Math Coach (Leads the school in the area of math professional development. Analyzes school-wide data, provides resources for student interventions, and is an essential piece in providing Tier 3 interventions.) students.)

Alicia Concepcion-Gifted/STEM Coach (Provides gifted resources and services to students and staff. Analyzes student data and oversees the implementation of the STEaM programs at Chestnut Elementary.)

Maritza Centeno-Guidance Counselor

Maggie Lopez-Literacy Coach (Leads the school in the area of literacy professional development.

Analyzes school-wide data, provides resources for student interventions, and is an essential piece in providing Tier 3 interventions.)

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	24	20	16	9	13	11	0	0	0	0	0	0	0	93
One or more suspensions	4	1	1	0	4	5	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	0	7	17	31	3	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	13	25	24	0	0	0	0	0	0	0	62

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	2	8	22	23	0	0	0	0	0	0	0	58

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	5	2	4	0	0	0	0	0	0	0	0	0	16
Retained Students: Previous Year(s)	4	9	10	9	17	13	0	0	0	0	0	0	0	62

Date this data was collected

Friday 9/28/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	11	11	8	15	11	0	0	0	0	0	0	0	70
One or more suspensions	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	36	29	0	0	0	0	0	0	0	70

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	0	0	5	2	0	0	0	0	0	0	0	8

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	11	11	8	15	11	0	0	0	0	0	0	0	70
One or more suspensions	3	0	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	36	29	0	0	0	0	0	0	0	70

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	0	0	5	2	0	0	0	0	0	0	0	8

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math: Proficiency has been unstable in the last 3 years. 2016: 54%, 2017: 60%, 2018: 56%
Gains have also decreased from 2017-2018. 2017: 58%, 2018: 58%

Which data component showed the greatest decline from prior year?

Math Lowest Quartile: 2017: 46% to 2018: 20%

Which data component had the biggest gap when compared to the state average?

Math Lowest Quartile: State: 47%, CNES 20% (-27%)
ELA Learning Gains: State: 55%, CNES 62% (+7%)

Which data component showed the most improvement? Is this a trend?

ELA Achievement: 2016: 51%, 2017: 53%, 2018: 57%
SWD: 2017: 7%, 2018: 14%
Learning Gains: 2017: 60%, 2018: 62%

Describe the actions or changes that led to the improvement in this area.

A guiding coalition was formed (leadership team combined with PLC leads) focusing on ELA instruction. This group met weekly around ELA data and initiatives. Some of those initiatives include: corrective reading for students in grades 3-5 who cannot read and lack phonics foundational skills, reading interventions were revamped to flex group students by standards reteach vs. foundational skills/ programs. An emphasis was placed on reteaching through guided reading in Tier 1 instruction.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	57%	51%	56%	55%	52%	52%
ELA Learning Gains	62%	54%	55%	54%	55%	52%
ELA Lowest 25th Percentile	48%	46%	48%	59%	50%	46%
Math Achievement	56%	54%	62%	62%	53%	58%
Math Learning Gains	40%	56%	59%	61%	56%	58%
Math Lowest 25th Percentile	20%	42%	47%	43%	49%	46%
Science Achievement	54%	51%	55%	53%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24 (14)	20 (11)	16 (11)	9 (8)	13 (15)	11 (11)	93 (70)
One or more suspensions	4 (3)	1 (0)	1 (0)	0 (0)	4 (0)	5 (0)	15 (3)
Course failure in ELA or Math	0 (0)	0 (0)	7 (0)	17 (0)	31 (0)	3 (0)	58 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	13 (5)	25 (36)	24 (29)	62 (70)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	61%	51%	10%	57%	4%
	2017	52%	53%	-1%	58%	-6%
Same Grade Comparison		9%				
Cohort Comparison						
04	2018	51%	48%	3%	56%	-5%
	2017	55%	50%	5%	56%	-1%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				
05	2018	46%	50%	-4%	55%	-9%
	2017	46%	48%	-2%	53%	-7%
Same Grade Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	65%	51%	14%	62%	3%
	2017	62%	56%	6%	62%	0%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	48%	53%	-5%	62%	-14%
	2017	57%	55%	2%	64%	-7%
Same Grade Comparison		-9%				
Cohort Comparison		-14%				
05	2018	45%	52%	-7%	61%	-16%
	2017	46%	49%	-3%	57%	-11%
Same Grade Comparison		-1%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	50%	49%	1%	55%	-5%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	44	32	29	19	5	6				
ELL	33	54	41	33	29	24	31				
BLK	60	68	67	60	36	20	52				
HSP	55	62	47	55	41	22	57				
WHT	61	59		55	47		60				
FRL	52	58	47	52	38	20	51				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	48	53	20	30	25	9				
ELL	35	53	55	47	55	57	32				
BLK	48	60	55	58	67		67				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	54	59	55	59	54	42	57				
WHT	52	63		70	81						
FRL	45	55	53	51	56	45	53				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	If teachers work collaboratively to evaluate student data, monitor progress to guide instruction, and produce engaging lessons using best practices, then student achievement will increase.
Intended Outcome	Seven Stages of PLC Tool results will increase from 0% at Stages 6 and 7 to 50% Stages 6 and 7.
Point Person	Sarah Confesor (sarah.confesor@osceolaschools.net)
Action Step	
Description	1. Grade level PLC teams will meet each month during early release Wednesdays and on two individual planning periods a month
	2. In these PLCs, teams will use the 4 critical questions to analyze student data from common formative assessments (using GradeCam), improve instructional practices, and intervene/extend immediately on the spot.
	3. A PLC Guiding Coalition (Stallion Battalion) will be formed and meet bi-monthly to help build the PLC lead's capacity to lead effective team PLCs.
Person Responsible	Sarah Confesor (sarah.confesor@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	1. The Guiding Coalition will monitor collaborative teams' data and progress towards Stage 6-7.
	2. Each member of the leadership team will be assigned to a grade level to monitor the teams' effectiveness and provide evidence of progress towards Stage 6 and 7.
	3. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams. Seven stages PLC tool will be visited monthly to determine progress towards goal.
	4. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on this area of focus.
Person Responsible	Maria Gomez (maria.gomez3@osceolaschools.net)

Activity #2	
Title	Ensure high levels of learning for all students in Literacy.
Rationale	<p>If we cultivate all teachers' understanding of what balanced literacy instruction looks like, expand and strengthen VPK-2, then literacy instruction will improve meeting the needs of all students and students will have literacy skills to be successful beginning kindergarten and beyond. Based on the 2017 and 2018 comparison data, FSA ELA proficiency dropped from 47% to 39%. There is a concern with core instruction in Tier 1. Furthermore, the learning gains percentage dropped in both ELA and Math, which contributed to the overall school letter grade drop from a B (2017) to a C (2018).</p>
	<p>Increase the percentage of students scoring 3, 4, and 5 on the FSA ELA to exceed the state's ELA mean in grades 3-5 by 2019 including subgroups of ESE and ELL.</p>
Intended Outcome	<p>Increase the percentage of students making learning gains as measured by FSA ELA to exceed the state mean in grades 3, 4, and 5 by 2019 including subgroups of ESE, ELL and Lowest Quartile.</p> <p>Increase the percentage of students meeting or exceeding expectations on the VPK, Kindergarten readiness assessment.</p>
Point Person	Maggie Lopez (migdalia.lopez@osceolaschools.net)
Action Step	
	<p>1. Teacher teams will meet each month during early release and on two individual planning periods a month in their PLC teams for assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a collaborative team.</p> <p>2. Professional development will be conducted throughout the year to build shared knowledge of highly effective ELA instruction. Tier 1 core instruction and small group instruction for grades PVP-5 will be strengthened by the provision of ongoing professional development provided by the district and the reading coach during the 2018-19 school year. Grade level teams will meet at least three times a year with the math and reading coach to work together in preparing scales, learning targets, tasks aligned to the target and the full depth of the standard, formative assessments, and elements of the Marzano Teaching Map.</p>
Description	<p>3. The reading coach will provide professional development sessions to teachers as they request it and as the need arises. The leadership team will determine areas of need through observation and data. Development sessions are data driven based on data collected through Leadership Walks, Stocktake Meetings, and District Learning Cycle Visits.</p> <p>4. Students will be provided with targeted interventions that meet the needs of all students. specific intervention programs (LLI, Corrective Reading, Enrichment, Guided Reading, LAFS, etc.) will be determined based on data coming from the iReady Diagnostic assessments, FSA scores, formative assessments, running records, benchmark assessments, ESE / ELL placement, and individual teacher data.</p> <p>5. Implement an ESE and ELL taskforce to monitor the learning and gains throughout the school year and Notify teachers of the guidelines and procedures to create awareness of the MTSS process. Improve collaboration and communication between teacher and VE teacher on creating goals. Collaborate with MTSS Coach to strengthen the identification of</p>

students with disabilities streamlining the process. The task forces will monitor student data and track trends occurring K-5 in communication with the RCS, VE Support and ECS.

6.Mentoring will be conducted for teams who are struggling, and additional support will be given to ensure effective ELA instruction.

7.Administrators will provide timely, specific feedback using the Marzano Instructional framework, with follow-up visit within the week.

8.District formative assessments will be given every four and a half weeks in all accountability areas.

10. ELL taskforce: Increase multicultural sensitivity and awareness, collaborate with Esol Compliance Specialist to ensure teachers are using best practices/strategies.

Person Responsible Maggie Lopez (migdalia.lopez@osceolaschools.net)

Plan to Monitor Effectiveness

Description

1. Administration, grade levels and PLC guided coalitions will monitor ELA iReady, ELA formatives, ELA Summative Assessments, and 3rd Grade portfolios to ensure high levels of learning for all students in literacy.
2. School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.
3. Data will be shared during Faculty PLCs and bimonthly PLC Lead meetings and used to develop next action steps.
- 4.Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress of the Area of Focus through the School Stocktake Model.

Person Responsible Maria Gomez (maria.gomez3@osceolaschools.net)

Activity #3	
Title	Ensure high levels of learning for all students in Math.
Rationale	<p>If we cultivate our teachers' deeper understanding of mathematics content and instruction, develop teachers understanding of differentiated mathematics then Mathematics instruction will improve across all grade levels meeting the instructional needs of all students.</p> <p>Based on the 2017 and 2018 comparison data, FSA Math proficiency dropped from 59% to 44%. There is a concern with core instruction in Tier 1. Furthermore, the learning gains percentage dropped in both ELA and Math, which contributed to the overall school letter grade drop from a B (2017) to a C (2018).</p>
Intended Outcome	<p>Mathematics proficiency will increase by at least 25% at Chestnut Elementary School.</p> <p>Increase the percentage of students scoring 3, 4, and 5 on the FSA Math to exceed the state's math mean in grades 3-5 by 2019 including subgroups of ESE and ELL.</p> <p>Increase the percentage of students making learning gains as measured by FSA Math to exceed the state's mean in grades 3, 4, and 5 by 2019 including subgroups of ESE, ELL and Lowest Quartile.</p>
Point Person	Dana Bennett (dana.bennett@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher teams will collaborate during PLCs for the purpose of analyzing and reflecting student Math data to meet student's needs. 2. Teachers will utilize GradeCam to analyze grade level formative assessments and District formative assessments that are given every four and a half weeks. 3. Math Professional Development will be conducted throughout the year to foster shared knowledge of highly effective Mathematical standards based instruction. 4. Mentoring will be conducted for teachers/teams who are struggling, and additional support will be given to ensure effective Mathematical instruction is taking place. This will ensure all students will receive rigorous standards based instruction to accelerate all students in math. 5. Administrators will provide timely and specific feedback using the Marzano Instructional framework when conducting walkthroughs, with follow-up visit. 6. Teacher teams will work collaboratively with the Math Coach to enhance math instruction by expanding the implementation of small group instruction in VPK-5th grade. There will also be an emphasis on the facilitative math model through side by side coaching. 7. Teachers will collaborate through planning days (2-3 full day, 5 half day), facilitated by math coach to unpack standards, create scales, create formative assessment, plan rigorous task and embed daily formatives into unit plan. 8. The MTSS Coach and the Math Coach will collaborate to conduct an information night to make parents aware of the MTSS process. 9. Implement an ESE and ELL taskforce to monitor the learning and gains throughout the school year. The ESE taskforce will notify teachers of the guidelines and procedures to create awareness of the MTSS process. They will improve collaboration and communication between teacher and VE teacher on creating goals. The ESE taskforce will collaborate with MTSS Coach to strengthen the identification of students with disabilities stream-lining the process. The ELL taskforce will increase multicultural sensitivity and awareness, collaborate with ESOL Compliance Specialist to ensure teachers are using best practices/strategies.
Person Responsible	Dana Bennett (dana.bennett@osceolaschools.net)
Plan to Monitor Effectiveness	

Description	1. Administration, grade levels, and Stallion Battalion (PLC Guided Coalition) will monitor Math iReady, Math Formatives, and Math Summatives, TenMarks (in 4th and 5th) to ensure time high levels of learning for all students in Math. 2. Stocktake Model will take place monthly or bi monthly to report progress to the Administration on the Area of Focus. 3. Data will be shared during Faculty PLC and used to develop next action steps.
Person Responsible	Maria Gomez (maria.gomez3@osceolaschools.net)

Activity #4	
Title	Increase and strengthen college and career pathways for ALL students through STEAM and AVID.
Rationale	College readiness requires that a student be organize, inquisitive, problem-solvers and determined to succeed. By providing students with opportunities to participate in the AVID structure and STEAM activities we set them up to be college ready and life long learners.
Intended Outcome	The goal is for students to obtain a 75% in WICOR to begin with organization and lead into collaboration, then inquiry, following writing and reading. In addition, the goal for STEAM is to gain 100% in student participation in STEAM activities for both math and science during STEAM Wednesdays in the Essentials areas (Music, ART, Computers, and Media).
Point Person	Alicia Concepcion (alicia.concepcion@osceolaschools.net)

Action Step	
Description	Chestnut Elementary School will create a sustained partnership by collaborating with Chestnut Elementary teachers, staff, parents, and business partners by leading parent AVID and STEAM night to showcase student work, binders, and AVID strategies based on the AVID structure and STEAM activities taking place each Wednesday in the Essentials classes. In addition, AVID coordinator will conduct monthly AVID/PLC trainings with 4th and 5th grade teachers to continue to train teachers on AVID calls, structure and WICOR strategies in all subject areas. Furthermore, the STEAM coach will conduct continuous training with Essentials teachers to provide guidance on how to conduct STEAM lessons and use hands on activities using the AVID structure. Moreover, college readiness will be promoted through a school-wide spirit day by encouraging teachers, students and staff to wear their favorite college t-shirt.
Person Responsible	Alicia Concepcion (alicia.concepcion@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	In order to monitor effectiveness of the AVID structure and STEAM in essentials, walk-throughs will be conducted by Admin and AVID coordinator/STEAM coach each week. Also, the AVID coordinator/STEAM coach will meet with team leads to provide feedback on what is working and what is not and what needs to be done to move forward towards school wide success in both STEAM and AVID.
Person Responsible	Maria Gomez (maria.gomez3@osceolaschools.net)

Activity #5	
Title	Develop and sustain a safe, healthy, and caring learning environment.
Rationale	To design and deliver a comprehensive school counseling program that promotes student achievement.
Intended Outcome	By May 2019, decrease discipline referrals by 5% and increase mental health referrals by 5% to ensure that individual social emotional needs are met.
Point Person	Maritza Centeno (maritza.centeno@osceolaschools.net)
Action Step	
Description	1. PBIS
	This program promotes good behaviors in the school. Students receive rewards and incentives when showing the behaviors expected in school. The program is managed by Ms. Centeno, the school counselor, and Ms. Madewell, the school mentor. They meet every month to discuss expectations, rewards and develop action plans to prevent challenge behaviors.
	2. Harmony Stanford Program-Tier 1 prevention
	Promotes strong classroom relationships between all students by empowering them to develop relationships using communication, cooperation, connections, embracing diversity and resolving conflicts.
	3. Social skills during block
	Teaching social skills interventions and strategies to promote the students' social and interpersonal behaviors. These strategies will effectively improve students' attitudes towards school, themselves and others, reducing conduct problems, decreasing emotional distress (e.g., anxiety, depressive symptoms), and significantly improving academic grades.
Person Responsible	Students meet as part of the Block rotations.
	4. Individual and Group counseling using Zones of Regulation and the Step by Step programs
	Supports the student needs and educational goals by promoting the use of self-assessments and self-evaluations. Teaching techniques to self-regulate and control emotions when experiencing different academic and life experiences. Groups meet on a weekly basis. Individual counseling is provided daily as needed.
	5. FBA-BIP: Identifies severe behavior problems that are interfering with academic success.
	6. Mental Health referral: These service supports the students' needs to cope with extreme emotional reactions that disrupt immediate functioning affecting academic success.
	Plan to Monitor Effectiveness

Description	Action Plan will be monitored through monitoring of MTSS data and conferencing with the Problem-Solving Team monthly. Monitoring of the Early Warning System data will also allow me to ensure that student needs are being met socially and emotionally. In addition, data as it relates to my Action Plan will be shared during our monthly Stocktake meetings.
Person Responsible	Maria Gomez (maria.gomez3@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and out 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.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Positive Behavior Interventions & Supports (PBIS) and Restorative Practice trainings have been scheduled through the use of Title IV funds. The school district has also added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To support the transition of Pre-K students to elementary, the school district scheduled a one-hour open house prior to the K-5 elementary students specifically for the welcome and transition of Pre-K students to their elementary school.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/ Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice

program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant

When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

Total:	\$16,109.89
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