

School District of Osceola County, FL

Koa Elementary School



2018-19 Schoolwide Improvement Plan

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Koa Elementary School

5000 KOA ST, Kissimmee, FL 34758

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	93%

School Grades History

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

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.

Koa Elementary School is committed to empower our students to be successful global learners who will achieve academically, socially, and physically.

Provide the school's vision statement.

Koa Elementary School vision is a learning community where all children can academically climb.

School Leadership Team

Membership

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

Name	Title
Scott, Virginia	Principal
Penaloza, Lastenia	Assistant Principal
Rogers, Andrea	Instructional Coach
Purnell, Jennifer	Instructional Coach
Nedd, Tracy	Other
Pulliam, Tammie	Instructional Media
Yatsko, Kimberly	Other

Duties

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

Administration - As instructional leaders, the administration will guide all stakeholders in developing a plan leading to academic success for all students. Administration will also establish and foster a culture of collective responsibility throughout the campus. Duties include: data chats with teachers, classroom walk-throughs, teacher observations and feedback, progress monitoring of all academic areas, collaborate with all school-based and district level staff.

Academic Coaches - As instructional leaders, the academic coaches work collaboratively with all staff to learn together about the practices, policies, procedures, and beliefs that best ensure student success. Academic coaches also use evidence of student learning and data to evaluate and revise collective efforts and initiatives to improve student achievement.

PLC Lead Facilitator - As an instructional leader, a PLC lead facilitator's major responsibility is to lead professional learning communities and help drive the culture of the school.

Interventionist - As an instructional leader, the interventionist provides individualized student remediation for academic skills going beyond what all other students receive. Interventions are an extension opportunity for students to demonstrate mastery on their own timeline.

MTSS Coach/ New Teacher Mentor - As an instructional leader, this staff member maintains

momentum toward a learning focused school culture while analyzing data to drive individual student needs, intervention decisions, and facilitate the MTSS process. As a new teacher mentor, efforts are made to support first year teachers with planning, instruction, model lessons, and differentiated remediation and extension.

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	30	21	20	20	20	14	0	0	0	0	0	0	0	125
One or more suspensions	3	5	4	7	8	11	0	0	0	0	0	0	0	38
Course failure in ELA or Math	0	1	2	3	22	4	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	28	25	26	0	0	0	0	0	0	0	79

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	3	3	12	20	12	0	0	0	0	0	0	0	52

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	4	6	2	0	0	0	0	0	0	0	0	0	0	12
Retained Students: Previous Year(s)	1	15	10	22	30	19	0	0	0	0	0	0	0	97

Date this data was collected

Monday 7/16/2018

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	21	21	20	15	18	15	0	0	0	0	0	0	0	110
One or more suspensions	2	0	0	0	0	2	0	0	0	0	0	0	0	4
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	38	42	0	0	0	0	0	0	0	85

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	8	8	0	0	0	0	0	0	0	17

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	21	21	20	15	18	15	0	0	0	0	0	0	0	110
One or more suspensions	2	0	0	0	0	2	0	0	0	0	0	0	0	4
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	38	42	0	0	0	0	0	0	0	85

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	8	8	0	0	0	0	0	0	0	17

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?

Science FCAT proficiency. Yes, this has been a trend for the last several years.

Which data component showed the greatest decline from prior year?

ELA learning gains dropped by 1 percentage point.

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

Math achievement had the biggest gap when compared to the state.

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

Math learning gains increased by 14 percentage points. No, this is not a trend.

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

Targeted math interventions throughout the student day. Focused on the lowest math domains for each grade level and integrated Standards Mastery to drive instructional decisions.

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	50%	51%	56%	40%	52%	52%
ELA Learning Gains	56%	54%	55%	51%	55%	52%
ELA Lowest 25th Percentile	54%	46%	48%	47%	50%	46%
Math Achievement	47%	54%	62%	33%	53%	58%
Math Learning Gains	59%	56%	59%	43%	56%	58%
Math Lowest 25th Percentile	43%	42%	47%	45%	49%	46%
Science Achievement	36%	51%	55%	27%	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	30 (21)	21 (21)	20 (20)	20 (15)	20 (18)	14 (15)	125 (110)
One or more suspensions	3 (2)	5 (0)	4 (0)	7 (0)	8 (0)	11 (2)	38 (4)
Course failure in ELA or Math	0 (0)	1 (0)	2 (0)	3 (0)	22 (0)	4 (0)	32 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	28 (5)	25 (38)	26 (42)	79 (85)

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	44%	51%	-7%	57%	-13%
	2017	44%	53%	-9%	58%	-14%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	48%	48%	0%	56%	-8%
	2017	47%	50%	-3%	56%	-9%
Same Grade Comparison		1%				
Cohort Comparison		4%				
05	2018	41%	50%	-9%	55%	-14%
	2017	37%	48%	-11%	53%	-16%
Same Grade Comparison		4%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	38%	51%	-13%	62%	-24%
	2017	49%	56%	-7%	62%	-13%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	53%	53%	0%	62%	-9%
	2017	39%	55%	-16%	64%	-25%
Same Grade Comparison		14%				
Cohort Comparison		4%				
05	2018	39%	52%	-13%	61%	-22%
	2017	27%	49%	-22%	57%	-30%
Same Grade Comparison		12%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	31%	49%	-18%	55%	-24%
	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	19	44	43	21	35	40					
ELL	37	48	54	35	52	33	5				
BLK	51	59	67	46	59	44	34				
HSP	48	54	50	44	57	38	34				
WHT	60	57		67	67						
FRL	51	56	51	49	60	48	34				
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	9	43	35	28	43	29	10				
ELL	28	39	39	35	40	44	19				
BLK	43	51	31	37	40	31	34				
HSP	40	57	52	41	43	38	32				
WHT	58	75		46	83						
FRL	41	56	50	39	42	36	32				

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	Ensure high levels of learning for all students in literacy.
Rationale	Research shows that differentiated instruction, engaging lessons, intentional planning based on standards, and data driven decision making will lead to an increase in student achievement.
Intended Outcome	State assessment scores will increase... ELA Proficiency - 52 (+2) ELA Learning Gains - 60 (+4) ELA Lowest 25% Learning Gains - 58 (+4)
Point Person	Andrea Rogers (andrea.rogers@osceolaschools.net)
Action Step	
Description	<p>Action Step 1 - Professional development on development of learning scales and targets with rigorous tasks.</p> <p>-Half-day planning sessions will be facilitated quarterly by Literacy Coach (Andrea Rogers).</p> <p>Action Step 2 - Professional development on improving Literacy instruction.</p> <p>-Guided Reading for K-2 (October 15th, Tammie Pulliam).</p> <p>-Ready Writing/ Close Reading for 3-5 (October 15th, Andrea Rogers).</p> <p>-Modeling in classrooms (Ongoing, Andrea Rogers, Tracy Nedd, Kim Yatsko).</p> <p>Action Step 3 - Provide differentiated instruction to meet the needs of individual students.</p> <p>-Pull-out "Bubble group" based on FSA data during Tier II time (Andrea Rogers).</p> <p>-Provide remediation to lowest 25th % students in 4th and 5th grade (Kim Yatsko).</p> <p>Action Step 4 - Provide appropriate support to the ESE subgroup.</p> <p>-PD on Accommodations for ESE Students (August 29th, Wanda Rosario).</p> <p>-Training on CPI for appropriate staff to help address student emotional needs (Ongoing - Wanda Rosario)</p> <p>-PD on Collaborative Teaching (October 11th, Wanda Rosario).</p> <p>-PD provided by Florida Inclusion Network (FIN) to the inclusive education team (January 2019, Wanda Rosario).</p> <p>-Data chats with ESE staff to monitor progress of ESE students (Ongoing, Wanda Rosario).</p> <p>Action Step 5 - Implement ELL Task Force</p> <p>-Schedule Sheltered classroom paraprofessional to support language development of NES students (August, Elsamarie Rosaly).</p> <p>-Schedule ESOL paraprofessionals to support Tier I plus and Tier II time for ELLs (August, Elsamarie Rosaly).</p> <p>-Ensure all classrooms with ELL students are labeled in order to provide visual support to students (October, Elsamarie Rosaly).</p> <p>-Ensure all classrooms in grade 2-5 with ELL students have an Anchor Chart with cognates specific to literacy (October, Elsamarie Rosaly).</p> <p>-PD on Accommodations and Strategies for ELLs (November 2018, Elsamarie Rosaly).</p> <p>-Data chats with ESOL staff to monitor progress of ELLs (Ongoing, Elsamarie Rosaly).</p>
Person Responsible	Andrea Rogers (andrea.rogers@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. The use of classroom walk-through data and learning cycle data, and use common formative assessments. 2. i-Ready data, classroom assessments, student grades. 3. School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus.

4. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.
5. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

Person Responsible Andrea Rogers (andrea.rogers@osceolaschools.net)

Activity #2	
Title	Ensure high levels of learning for all students in mathematics.
Rationale	Research shows that differentiated instruction, engaging lessons, intentional planning based on standards, and data driven decision making will lead to an increase in student achievement.
Intended Outcome	State assessment scores will increase... Math Proficiency - 50 (+3) Math Learning Gains - 60 (+1) Math Lowest 25% Learning Gains - 50 (+7)
Point Person	Jennifer Purnell (jennifer.purnell@osceolaschools.net)
Action Step	
Description	<p>Action Step 1 - Professional development on development of learning scales and targets with rigorous tasks.</p> <ul style="list-style-type: none"> -Half-day planning sessions will be facilitated quarterly by Math Coach (Jennifer Purnell). <p>Action Step 2 - Professional development on improving Math instruction.</p> <ul style="list-style-type: none"> -Third Grade Fractions/Geometry and Properties of Operations (October 15th, Jennifer Purnell). - Fourth/Fifth grade standards based Math planning with rigorous tasks (October 15th, Jennifer Purnell and Deborah Gonzalez-Reyes, classroom teacher). -Modeling in classrooms (Ongoing, Jennifer Purnell). <p>Action Step 3 - Provide differentiated instruction to meet the needs of individual students.</p> <ul style="list-style-type: none"> -Pull-out "Bubble group" based on FSA data during Tier II time (Jennifer Purnell). -Provide remediation to lowest 25th % students in 4th and 5th grade (Jennifer Purnell and classroom teachers). <p>Action Step 4 - Provide appropriate support to the ESE subgroup.</p> <ul style="list-style-type: none"> -PD on Accommodations for ESE Students (August 29th, Wanda Rosario). -Training on CPI for appropriate staff to help address students' emotional needs (Ongoing, Wanda Rosario). -PD on Collaborative Teaching (October 11th, Wanda Rosario). -PD provided by Florida Inclusion Network (FIN) to the inclusive education team (January 2019, Wanda Rosario). -Data chats with ESE staff to monitor progress of ESE students (Ongoing, Wanda Rosario). <p>Action Step 5 - Implement ELL Task Force</p> <ul style="list-style-type: none"> -Schedule Sheltered classroom paraprofessional to support language development of NES students (August, Elsamarie Rosaly). -Schedule ESOL paraprofessionals to support Tier I plus and Tier II time for ELLs (August, Elsamarie Rosaly). -Ensure all classrooms with ELL students are labeled in order to provide visual support to students (October, Elsamarie Rosaly). -Ensure all classrooms in grade 2-5 with ELL students have an Anchor Chart with cognates specific to literacy (October, Elsamarie Rosaly). -PD on Accommodations and Strategies for ELLs (November 2018, Elsamarie Rosaly). -Data chats with ESOL staff to monitor progress of ELLs (Ongoing, Elsamarie Rosaly).
Person Responsible	Jennifer Purnell (jennifer.purnell@osceolaschools.net)
Plan to Monitor Effectiveness	

Description	<ol style="list-style-type: none">1. The use of classroom walk-through data and learning cycle data, and use common formative assessments.2. i-Ready data, classroom assessments, student grades.3. School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus.4. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.5. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	Jennifer Purnell (jennifer.purnell@osceolaschools.net)

Activity #3	
Title	Ensure high levels of learning for all students in science.
Rationale	Research shows that engaging lessons with hands-on activities, differentiated instruction, intentional planning based on standards, and data driven decision making will lead to an increase in student achievement.
Intended Outcome	State assessment scores will increase... Science Proficiency - 50 (+14)
Point Person	Jennifer Purnell (jennifer.purnell@osceolaschools.net)
Action Step	
Description	<p>Action Step 1 - Professional development on development of learning scales and targets with rigorous tasks. -Half-day planning sessions will be facilitated quarterly by Science Coach (Jennifer Purnell).</p> <p>Action Step 2 - Professional development on improving Science instruction. - Fourth/Fifth grade standards based science planning with rigorous tasks (October 15th, Science Coach, Jennifer Purnell and Deborah Gonzalez-Reyes, classroom teacher). -Modeling in classrooms (Ongoing, Jennifer Purnell).</p> <p>Action Step 3 - Provide a 4th and 5th grade science block focusing on hands on learning, science vocabulary and standards based science instruction. (Science Coach, Jennifer Purnell and support staff)</p> <p>Action Step 4 - Provide appropriate support to the ESE subgroup. -PD on Accommodations for ESE Students (August 29th, Wanda Rosario). -Training on CPI for appropriate staff to help address students' emotional needs (Ongoing Wanda Rosario). -PD on Collaborative Teaching (October 11th, Wanda Rosario). -PD provided by Florida Inclusion Network (FIN) to the inclusive education team (January 2019, Wanda Rosario). -Data chats with ESE staff to monitor progress of ESE students (Ongoing, Wanda Rosario).</p> <p>Action Step 5 - Implement ELL Task Force -Schedule Sheltered classroom paraprofessional to support language development of NES students (August, Elsamarie Rosaly). -Schedule ESOL paraprofessionals to support Tier I plus and Tier II time for ELLs (August, Elsamarie Rosaly). -Ensure all classrooms with ELL students are labeled in order to provide visual support to students (October, Elsamarie Rosaly). -Ensure all classrooms in grade 2-5 with ELL students have an Anchor Chart with cognates specific to literacy (October, Elsamarie Rosaly). -PD on Accommodations and Strategies for ELLs (November 2018, Elsamarie Rosaly). -Data chats with ESOL staff to monitor progress of ELLs (Ongoing, Elsamarie Rosaly).</p>
Person Responsible	Jennifer Purnell (jennifer.purnell@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. The use of classroom walk-through data and learning cycle data, and use common formative assessments. 2. Classroom assessments, Quarterly student grades. 3. School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus. 4. Principals will update Assistant Superintendents of Curriculum during their monthly

check-ins.

5. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.

Person

Responsible

Jennifer Purnell (jennifer.purnell@osceolaschools.net)

Activity #4	
Title	Strengthen the PLC process to improve learning for all students.
Rationale	Research shows collaboration produces engaging lessons, allows for monitoring to guide instruction, and opens discussion on high yield strategies/ best practices, then student achievement will increase.
Intended Outcome	<p>State assessment scores will increase..</p> <p>Proficiency:</p> <p>ELA - 52 (+2)</p> <p>Math - 60 (+4)</p> <p>Science - 50 (+14)</p> <p>Lowest 25%:</p> <p>ELA - 58 (+4)</p> <p>Math - 50 (+7)</p> <p>Learning Gains:</p> <p>ELA - 60 (+4)</p> <p>Math - 60 (+14)</p>
Point Person	Tammie Pulliam (tammie.pulliam@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Grade level PLCs will meet on Early Release Wednesdays and on two team planing periods per month, for the purpose of assessing, analyzing, reflecting, and revising plans on course progression of individual student's needs as a Collaborative team.)Tammie Pulliam, Andrea Rogers, Jennifer Purnell) 2. Meet with PLC leads quarterly to provide mini PD sessions (ongoing Tammie Pulliam) 3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.(On going, Tammie Pulliam, Andrea Rogers and Jennifer Purnell) <p>School Leadership Team PLC Training- July 19, 2018 Beginning Teacher GradeCam Training - July 25, 2018 PLC Overview Training - September 7, 2018 PLC Mid-Year Training - TBD</p> <ol style="list-style-type: none"> 4. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team. (Jennifer Purnell, Tracy Nedd) 5. A PLC Guiding Coalition will be formed to oversee the process. (Ongoing, Tammie Pulliam and PLC leads) 6. Discuss progress and determine next steps during monthly Stock take meeting. (Lastenia Penaloza and Leadership team)
Person Responsible	Tammie Pulliam (tammie.pulliam@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Administrations, PLC lead, and PLC Guided Coalition will monitor all accountability area collaborative teams, to ensure time is being used efficiently and to evaluate the level of each PLC team monthly.(Tammie Pulliam, Leadership Team) 2. Survey grade level teams to ensure PD needs are being met. (Lastenia Penaloza, AP) 3. PLC 7 stages Rubric will be used to measure pre, mid, and end-of-year progress of the PLC teams. (Tammie Pulliam, PLC leaders) 4. PLC lead and academic coaches will actively participate and observe strengths and weaknesses of individual PLC teams. (Tammie Pulliam, Andrea Rogers, Jennifer Purnell) 5. School Stocktake Model will take place monthly to report progress to the Principal on the

Area of Focus(Monthly, Lastenia Penaloza)

6. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. (Virginia Scott)

7. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model. (Lastenia Penaloza and Virginia Scott)

Person Responsible Tammie Pulliam (tammie.pulliam@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.

Koa Elementary 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.

Koa's leadership team identifies and aligns all available resources through the MTSS Problem Solving Team (PST) in order to meet the needs of all students and maximize desired student outcomes. The MTSS PST consists of administration, academic coaches, interventionist, school counselor, school psychologist, Resource Compliance Specialist, MTSS coach, and attendance clerk. Progress is monitored weekly by the MTSS coach and interventionist. In addition, the PST team meets monthly to discuss individual student progress and next steps.

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:

\$1,200.00