School District of Osceola County, FL

Sunrise Elementary School

2018-19 Schoolwide Improvement Plan

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Sunrise Elementary School

1925 HAM BROWN RD, Kissimmee, FL 34746

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 KG-5	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

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.

Sunrise Elementary School is dedicated to meeting the needs of its diverse population through academics, character development, and community involvement.

Provide the school's vision statement.

As a unified school, Sunrise Elementary staff and students will work collaboratively as lifelong learners utilizing all available educational resources to develop critical thinking skills for college and career readiness.

School Leadership Team

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

Name	Title
Honeycutt, Wendy	Principal
Telemko, Beth	Assistant Principal
Stevens, Rebecca	Instructional Coach
Petrangeli, Kodie	Instructional Coach
Henry, Melissa	Instructional Coach
Williams, Shelly	School Counselor
Bustamantes, Brenda	Instructional Coach
Cuevas, Ana	Instructional Coach
Dupuis, Beth	School Counselor
Rios, Alice	Instructional Coach

Duties

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

Leadership Members, function and responsibilities:

Principal: The Principal oversee that the school improvement plan is functioning at full capacity. The Assistant Principal reports to the Principal with data that supports the progress of the plan.

Assistant Principal: The Assistant Principal assists all coaches in a supportive role as well as assists in accountability on behalf of the teachers. The Assistant Principal facilitates school wide curriculum programs, through data evidence and professional development needs.

Guidance Counselors: The 2 school counselors provides support for behavioral, social, and emotional concerns. They organize and manage referrals for 504 plans, Exceptional Student Eligibility and Gifted Eligibility.

MTSS Coach: The MTSS Coach maintains student documentation, parent-teacher communication, and oversees the development of the MTSS program. The MTSS Coach reviews and prepares data for monthly reviews using data from the school-wide diagnostic assessment. The MTSS Coach plans and implements interventions to support students academic needs. The MTSS Coach also supports with behavior interventions.

Literacy Coach: The Literacy Coach supports the literacy needs of the teachers. She provides teachers with professional development to support the core instructional needs in literacy. The Literacy Coach provides side-by-side coaching. modeling, and guidance for standards-based instruction. This Literacy Coach is a member of the MTSS Problem Solving team. She provides data and researched-based interventions to support literacy development.

Math/Science Coach: The Math/Science Coach supports the Math/Science needs of the teachers. She provides teachers with professional development to support the core instructional needs in Math and Science. The Math/Science Coach provides side-by-side coaching. modeling, and guidance for standards-based instruction. This Math/Science Coach is a member of the MTSS Problem Solving team. She provides data and researched-based interventions to support Math and Science development. The Math/Science Coach assists in the selection of the intervention curriculum.

ECS Coach: The ECS Coach maintains student documentation, parent-teacher communication, and oversees the progress of our ELL students. The ECS Coach reviews and prepares data for monthly reviews using data from the school-wide diagnostic assessment. The ECS Coach plans and implements interventions to support students academic needs. The ECS Coach provides coaching, modeling and guidance for teachers with ELL students. The ECS Coach is a member of the MTSS Problem Solving team. She provides data and researched-based interventions to support ELL student needs.

TSL Coach: The TSL Coach supports the newly hired teachers with zero years of experience. She provides coaching, modeling, guidance, and constructive feedback for standards-based instruction. The TSL Coach is a member of the MTSS Problem Solving team. She provides data and researched-based interventions to support standards-based needs.

RCS Coach: The RCS Coach maintains student documentation, parent-teacher communication, and oversees the progress of our ESE students. The RCS Coach reviews and prepares data for monthly reviews using data from the school-wide diagnostic assessment. The RCS Coach will work with the ESE teachers to plan and implement interventions to support students academic needs. The RCS Coach provides coaching, modeling and guidance for teachers with ESE students. The RCS Coach is a member of the MTSS Problem Solving team. She provides data and researched-based interventions to support ESE student needs.

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	29	26	11	15	18	17	0	0	0	0	0	0	0	116
One or more suspensions	2	3	1	3	8	6	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	0	26	16	21	11	0	0	0	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	28	29	31	0	0	0	0	0	0	0	88

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	7	15	20	14	0	0	0	0	0	0	0	57

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	3	5	8	6	0	0	0	0	0	0	0	0	0	22
Retained Students: Previous Year(s)	1	2	7	17	13	14	0	0	0	0	0	0	0	54

Date this data was collected
Friday 9/14/2018

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	37	19	17	13	23	18	0	0	0	0	0	0	0	127
One or more suspensions	3	2	4	6	1	5	0	0	0	0	0	0	0	21
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	11	36	46	0	0	0	0	0	0	0	93

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	0	0	3	9	5	0	0	0	0	0	0	0	19

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	37	19	17	13	23	18	0	0	0	0	0	0	0	127
One or more suspensions	3	2	4	6	1	5	0	0	0	0	0	0	0	21
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	11	36	46	0	0	0	0	0	0	0	93

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	0	0	3	9	5	0	0	0	0	0	0	0	19

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?

The data for ELA shows the lowest performance. This has been a trend for the past several years.

Which data component showed the greatest decline from prior year?

The greatest decline is ELA learning gains data.

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

ELA Reading Achievement data shows the biggest gap compared to the state average.

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

Math lowest quartile data showed the most improvement. This is not a trend.

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

During the 17-18 school year, flexible grouping was established and students were receiving differentiated instruction using end of unit math data and TenMarks program to help reinforce the areas of need.

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	47%	51%	56%	47%	52%	52%
ELA Learning Gains	49%	54%	55%	51%	55%	52%
ELA Lowest 25th Percentile	46%	46%	48%	42%	50%	46%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	54%	54%	62%	54%	53%	58%
Math Learning Gains	53%	56%	59%	64%	56%	58%
Math Lowest 25th Percentile	47%	42%	47%	47%	49%	46%
Science Achievement	53%	51%	55%	54%	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	29 (37)	26 (19)	11 (17)	15 (13)	18 (23)	17 (18)	116 (127)
One or more suspensions	2 (3)	3 (2)	1 (4)	3 (6)	8 (1)	6 (5)	23 (21)
Course failure in ELA or Math	0 (0)	0 (0)	26 (0)	16 (0)	21 (0)	11 (0)	74 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	28 (11)	29 (36)	31 (46)	88 (93)

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	50%	51%	-1%	57%	-7%
	2017	56%	53%	3%	58%	-2%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	40%	48%	-8%	56%	-16%
	2017	48%	50%	-2%	56%	-8%
Same Grade Comparison		-8%				
Cohort Comparison		-16%				
05	2018	47%	50%	-3%	55%	-8%
	2017	45%	48%	-3%	53%	-8%
Same Grade Comparison		2%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	50%	51%	-1%	62%	-12%
	2017	51%	56%	-5%	62%	-11%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	50%	53%	-3%	62%	-12%
	2017	54%	55%	-1%	64%	-10%
Same Grade Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-1%				
05	2018	53%	52%	1%	61%	-8%
	2017	51%	49%	2%	57%	-6%
Same Grade Comparison		2%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	48%	49%	-1%	55%	-7%
	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	14	31	35	33	51	48	32				
ELL	31	41	45	35	39	42	30				
ASN	67	60		67	47						
BLK	41	46	33	49	53	50	38				
HSP	45	42	44	51	49	46	56				
WHT	51	61	53	61	61	60	53				
FRL	42	47	47	51	56	59	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	23	26	14	23	25	15	29				
ELL	41	53	61	44	53	47	41				
ASN	59	64		59	53						
BLK	45	49	45	49	50	21	42				
HSP	53	58	50	54	55	49	54				
WHT	54	54	53	58	54	21	73				
FRL	45	53	53	46	51	33	49				

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 English Language Arts
Rationale	If we provide additional planning, PD, and support in ELA, then we can strengthen our core ELA instruction.
Intended Outcome	By providing professional development, planning sessions, and support for standard-based instruction, we will increase our ELA gains by 5%.
Point Person	Kodie Petrangeli (kodie.petrangeli@osceolaschools.net)

Action Step	
Description	1. Provide grade levels additional planning sessions to plan for rigorous standard-based instruction. Where they deeper into scales to ensure that that learning targets and tasks are in alignment to the appropriate DoK level. The grade level PLC leads will be responsible for keeping the grade levels focused and provide administration with updates. PLC leads include: Kinder-Zayas, First-Mumbauer, Second-Gomez, Third-Kruse, Fourth-Dawson, Fifth-Elstermann. Planning sessions will take place once a quarter.
	2. Provide additional Guided Reading Professional development and support to ensure that the students are receiving differentiated guided reading instruction within the 90-minute uninterrupted Reading block. All teachers will be provided a guided reading refresher by Literacy Coach during the first month of school. New teachers will be provided a comprehensive training on Guided Reading during the first month of school by Literacy Coach. From classroom and administrative observations teachers will be identified monthly and additional support and coaching cycles will be provided by Literacy Coach.
	3. To ensure that AVID is implemented with fidelity in the fourth and fifth grade classrooms, monthly PLCs will be held to discuss the process, assistant principal will lead the meeting. Additional professional development will be provided to new teachers and leadership members. Assistant principal will plan with district trainers and timeline will depend on district availability.
	4. Provide support and professional development for the implementation of test taking strategies in second-fifth grade. Literacy Coach will look for curriculum for teacher and assistant principal will arrange professional development sessions during the second nine weeks of school.
	5. Establish and ELL Task Force that will analyze student data to ensure that appropriate ELL strategies are being incorporated into ELA instruction for student's achievement. ELL Task Force will include ESOL Educational Specialist and MTSS Problem-Solving Team that will meet weekly. ESOL Education Specialist will also meet with ELL task force monthly to provide professional development on strategies. The ELL task force will share with grade levels. Progress will be monitoring through data collection walks by the leadership team.
	6. Establish and ESE Task Force that will analyze student data to ensure that ESE accommodations are appropriate for each student's success. ESE Task Force will include Resource Compliance Specialist and MTSS Problem-Solving Team that will meet weekly. Resource Compliance Specialist will also meet with ESE task force monthly to provide professional development on strategies. The ESE task force will share with grad levels. Progress will be monitoring through data collection walks by the leadership team.
Person Responsible	Kodie Petrangeli (kodie.petrangeli@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	Plan to monitor schoolwide data such as formative assessments, third grade portfolios, i Ready, AVID implementation, PLC artifacts, and Guided Reading implementation.

School Stocktake model will take place every month to report progress to the principal on the Area of Focus.
Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on the progress of the Area of Focus through the School Stocktake Model.
The Principal will update Assistant Superintendents of Curriculum during their monthly check-ins.

Person Responsible   Beth Telemko (beth.telemko@osceolaschools.net)

Activity #2	
Title	Ensure high levels of learning for all students in Math.
Rationale	If we provide additional planning, PD, and support in Math, then we can strengthen our core math instruction.
Intended Outcome	By providing professional development, planning sessions, and support for standard-based instruction, we will increase our Math gains by 5%.
Point Person	Melissa Henry (melissa.henry@osceolaschools.net)

Action Step	
Description	1) Instructional coaches will facilitate quarterly planning sessions in which teachers will plan for rigorous standards based instruction while digging deeper into scales to ensure that the learning targets and tasks are in alignment and to the appropriate DOK level. 2) The Math Coach will provide TenMarks support and professional development throughout the year to Fourth and Fifth grade teachers to ensure that the program is being used to its fullest extent through classroom lessons and data analysis. The Math coach will also support the use of the program by providing additional time for students to work on assigned lessons by offering additional daily computer time. Data of usage and student proficiency of standards will be monitored on a weekly basis. 3) The Math/Science Coach, with the help of the District AVID Instructional resource, will assist in providing support to Fourth and Fifth grade teachers during quarterly planning sessions to support AVID implementation. Monthly AVID PLC meetings will be held, with the Math/Science Coach in attendance, to discuss various AVID strategies and WICOR. Walkthroughs will be conducted with administrators to ensure the proper use of AVID strategies and WICOR based lessons. 4) The Math/Science coach will work with grade levels to analyze data and discuss error analysis for grade level assessments and district formatives at weekly PLC meetings to provide support and professional development for the implementation of test taking strategies. 5) The Math Coach will provide support during grade level PLC meetings for i-Ready Standards Mastery to Second and Third grade teachers to ensure the proper implementation of the program. The Math Coach will work with teachers to analyze data, identify student misconceptions and plan reteaching opportunities. 6) An ELL Task force, in which the Math Coach is a member, will be established by the end of the 1st nine weeks to analyze student data to ensure that appropriate ELL strategies are being incorporated into instruction to improve student achievement. The Task force will meet monthly to discuss data from classroom walkthroughs, and review student progress academically and socially. As a member of the ELL Task force, the Math Coach will also participate in LEP meetings held to discuss student's academic progress. 7) An ESE Task force, in which the Math Coach is a member, will be established by the end of the 1st nine weeks to analyze student data to ensure that appropriate ESE strategies are being incorporated into instruction to improve student achievement. The Task force will meet monthly to discuss data from classroom walkthroughs, and review student progress academically and socially.
Person Responsible	Melissa Henry (melissa.henry@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	Plan to monitor data through formative assessments, PLC artifacts, TenMarks, Standards Mastery, iReady, and AVID implementation. School Stocktake model will take place every month to report progress to the principal on

the Area of Focus.

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

The Principal will update Assistant Superintendents of Curriculum during their monthly check-ins.

Person Responsible Beth Telemko (beth.telemko@osceolaschools.net)

Activity #3	
Title	Strengthen Collaborative planning to ensure that the learning needs of all students are met.
Rationale	If we provide professional development and support to our collaborative teams, then we can focus on the increasing the use of student data, high yield strategies and common formative assessments to monitor and increase student achievement.

Intended Outcome	By providing professional development and support during professional learning communities, we will increase our ELA, Math, and Science gains by 5%. We will also increase each subgroups gains by 3%.
Point Person	Brenda Bustamantes (brenda.bustamantes@osceolaschools.net)

Action Step	
Description	1. School PLC teams will meet each early-release Wednesday and on two individual planning periods a month for collaborative purposes. 2. Collaborative team professional development will be conducted throughout the year to build a shared knowledge of the PLC process. 3. PLC teams will utilize the four guiding questions to guide planning, analyze data, and determine the next course of instruction for students. 4. Leadership team members (instructional coaches, ESOL, ESE, Guidance) will attend early-release Wednesday PLC meetings to provide support and guidance. Leadership team members will report/update PLC facilitator and administration during leadership meetings to establish needs among PLC teams. 5. The fourth and fifth grade PLC teams will implement AVID strategies into their daily instruction. Instruction and implementation will be evidenced through PLC discussions. 6. The second through fifth grade PLC teams will implement test taking strategies into daily instruction. Instruction and implementation will be evidenced through PLC discussions. 7. The ELL Task Force will analyze data to determine ELL strategies that will help ELL student achievement. Implementation and effect of strategies will be monitored through data and leadership meetings. 8. The ESE Task Force will analyze data to determine and provide support with accommodations for ESE student achievement.Implementation and effect of strategies will be monitored through data and leadership meetings.
Person Responsible	Brenda Bustamantes (brenda.bustamantes@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	1. Administration and PLC Facilitator will monitor all accountability areas of PLC teams to ensure time is being used effectively and to evaluate the level of each PLC team weekly. 2. PLC Seven Stages rubric will be used to measure pre, mid, and end-of-school year progress of PLC teams. 3. School Stocktake Model will take place every month to report progress to the Principal on the Area of Focus. 4. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on the progress of the Area of Focus through the School Stocktake Model. 5. The Principal will update Assistant Superintendents of Curriculum during their monthly check-ins.
Person Responsible	Beth Telemko (beth.telemko@osceolaschools.net)

Activity #4	
Title	Strengthen MTSS to ensure that the learning needs of all students are met.
Rationale	If we frequently analyze student data to determine students needing additional supports andor enrichment, then we can work to close the achievement gap and/or provide higher levels of learning.
Intended Outcome	By providing daily interventions and/or enrichment, we will increase student achievement in ELA, Math, and Science by 5%.
Point Person	Rebecca Stevens (rebecca.stevens@osceolaschools.net)

Action Step	
Description	1. The MTSS Coach will work to revise the Intervention Guide by adding information focused on parent/teacher conferences, academic data review forms for data collection, Tier 1 plans, and referrals for adding students to Tier 2. The MTSS Coach will complete this by 8/13/18 to review with teachers and have finalized versions by 10/1/18. 2. The MTSS Coach will facilitate MTSS goals and procedures to entire staff during pre-planning. Completed on 8/13/18. 3. The MTSS Coach will identify students in Tier 2 and Tier 3 based on prior information and data from i-Ready, FSA, and reading records, then organize interventions and instructors. MTSS Coach and Problem-Solving Team will meet with grade-level teams the first week of September. Flexible Grouping iii groups will be created by 9/7/18 to be started on 9/10/18. MTSS Coach will meet with teachers monthly to check on progress of all Tier 2 and Tier 3 students. 4. The MTSS Coach will facilitate data analysis to identify Tier 1.5 students, standard-based interventions, and instructors, along with students in need of enrichment. MTSS Coach and Problem-Solving Team will meet with grade-level teams the first week of September. Flexible Grouping iii groups will be created by 9/7/18 to be started on 9/10/18. Grade-level PLCs will meet monthly to look at data and regroup students by needs and standards. The MTSS Coach will collaborate with the PLC Facilitators to ensure that the PLC teams consistently analyze their tier 1 data to ensure all students intervention/ enrichment needs are being addressed. 5. The MTSS Coach will organize data collection dates throughout the school year. She will share this information with teachers by 10/1/18. 6. The MTSS Coach will work with the leadership problem solving (instructional coaches, admin, EES RCS, psychologist, guidance) team weekly (Wednesdays 11:00-12:00) to analyze data for both academics and behavior to determine next steps in interventions and/ or enrichment and to assure that supports and interventions are in place. 7. The MTSS coach will collaborate with the Literacy Coach to provide additional Guided Reading PD by the end of the first month of school, Corrective Reading PD by the end of the first semester, and other supports to ensure that the students are receiving differentiated guided reading intervention, instruction, and enrichment. 8. The MTSS Coach will collaborate with the Math Coach to provide additional PD and support using TenMarks, STEM, Math discourse, and Number Talks to ensure that the students are receiving differentiated math intervention, instruction, and enrichment. PDs will be done during planning times and offered during the October PD day (10/15). 9. The MTSS Coach will collaborate with the ELL and ESE Task Force Leads to ensure that there is support in analyzing data and providing ELL and ESE supports to ensure MTSS groups are provided with ELL and ESE strategies. ELL and ESE students and strategies will be discussed each week during our weekly leadership Problem-Solving Team meetings on Wednesdays from 11:00-12:00.

| **Person Responsible** | Rebecca Stevens (rebecca.stevens@osceolaschools.net) |

Plan to Monitor Effectiveness

Description	Plan to monitor through formative assessment data, PLC artifacts, iReady data, AVID data, TenMarks data, Standards Mastery data, portfolio assessment data, lesson plans, and progress monitoring data for the three tiers.
	Problem Solving Teams will monitor and discuss students weekly during the leadership PST meeting.
	School Stocktake model will take place every month to report progress to the Principal on the Area of Focus.
	Principal will update Assistant Superintendents of Curriculum during their monthly check-ins.
	Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress in the Area of Focus to drive the action step if applicable.

| **Person Responsible** | Beth Telemko (beth.telemko@osceolaschools.net) |

Activity #5	
Title	Strengthen School Culture to ensure that the learning needs of all students are met.
Rationale	If we provide opportunities to build a strong and positive school culture, then we can provide an environment conducive to student achievement.

Intended Outcome	By building a strong and positive school culture with our teachers, students, parents, and community members, we will increase student achievement in ELA, Math, and Science by 5%.
Point Person	Shelly Williams (williash@osceola.k12.fl.us)

Action Step	
Description	1. All stakeholders in the school will continue to collaborate and teach our school-wide expectations throughout the year via the use of PBIS. PBIS leaders and/or point of contact will attend district PBIS professional development monthly to ensure effectiveness of PBIS. 2. The PBIS Site team will collaborate with faculty and staff to introduce and lead the full implemetation of PBIS school wide by the end of August. This will be done through surveys and meetings that provide faculty, staff, and students the opportunity to become a part of the implementation process and ensure stakeholder buy in. 3. The PBIS Site team will continuously provide support to faculty and staff by offering behavioral lesson plans; modeling PBIS in the classroom, cafeteria, hallways, buses, and at recess; and providing options for school-wide incentives at the individual, whole class, and whole school level throughout the year. The PBIS site team will meet twice a month to analyze data and assess the effectiveness of the program. 4. The Guidance Counselors will collaborate with the MTSS Coach and Schoolwide Problem Solving Team to create a protocol for identifying students in need of tiered behavior and social/emotional interventions in August. They will continue to meet and collaborate on a weekly basis to identify students in need of tiered behavioral and social/emotional interventions. 5. The Guidance Counselors will collaborate with the MTSS Coach and the Schoolwide Problem Solving Team to create a protocol for administering tiered behavior and social/emotional interventions in August. The guidance counselors will provide tier 1 behavioral and social/emotional interventions via PBIS implementation and classroom guidance lessons; tier 2 behavioral and social/emotional interventions via small group counseling, weekly check ins, and brief individual counseling sessions, and tier 3 behavioral and social/emotional interventions via functional behavior assessments and behavior plans. The guidance counselors will attend district counselor professional development trainings to support implementation of comprehensive guidance program. Additionally, the guidance counselors and the PST will continue to meet and collaborate weekly to ensure effectiveness of interventions. 6. The Guidance Counselors will collaborate with the MTSS Coach and the Schoolwide Problem Solving Team to create a protocol for addressing attendance concerns for both students and staff on a weekly basis. After collaboration, the guidance counselors, MTSS coach, and the PST will determine the best actions needed to improve attendance. Attendance will become part of the schoolwide PBIS program by the end of October. 7. The Guidance Counselors will collaborate with the ELL Task Force Lead on a weekly basis to determine behavioral and social/emotional needs of ELL students. The guidance counselors will assist in providing these supports throughout the year. 8. The Guidance Counselors will collaborate with the ESE Task Force Lead on a weekly basis to determine behavioral and social/emotional needs of ESE students. The guidance counselors will assist in providing these supports throughout the year.

Person Responsible	Beth Dupuis (beth.dupuis@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	Plan to monitor attendance data for students, discipline referral data, mental health referral data, positive behavior recognitions, and the amount of cashed in sunsational dollars for the various school-wide incentives. School Stocktake model will take place every month to report progress to the principal on th Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on the progress of the Area of Focus through the School Stocktake Model. The Principal will update Assistant Superintendents of Curriculum during their monthly check-ins.
Person Responsible	Beth Telemko (beth.telemko@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.

The teachers and leadership team use multiple sources of data to identify students that are in need of intervention and/or enrichment. Students needing interventions may receive reading and/or math based on their areas of need. Students that are exhibiting proficiency in both reading and math at their grade level are being provided enrichment activities in reading, math, and/or science. Each grade level has a designated forty minute block of time for flexible Multi Tiered Systems of Support(MTSS) each day. During this time ALL students are strategically placed in either Tier 2 &/or Tier 3 intervention or enrichment groups to meet their academic needs. The groups are lead by classroom teachers, para-professionals, and members of the leadership team.

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:	$10,000.00