School District of Osceola County, FL

Horizon Middle School

2018-19 Schoolwide Improvement Plan

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Horizon Middle School

2020 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)
Middle School 6-8	Yes	87%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

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

Horizon Middle School strives to develop self- confident and creative students willing to take risks within a challenging and innovative environment.

Provide the school's vision statement.

Horizon Middle School is committed to preparing ALL students to be college and career ready.

School Leadership Team

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

Name	Title
Ballone, Michael	Principal
Baba, Georgina	Instructional Coach
Casado, Rolando	Assistant Principal
Donovan, Taylor	School Counselor
Schneider, Lucile	Instructional Coach
Franceschi, Frankie	Dean
Hiltunen, Catherine	Dean
Lowe, Ashley	Dean
Wold, Andrea	Dean
Hinds, Jacqueline	Instructional Coach
Mangrum, Naivasha	Assistant Principal
Ettrich, Heidi	

Duties

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

MTSS Coach-Lucille Schneider leads our daily MTSS meetings and establish intervention schedules for students Administration- Michael Ballone, Rolando Casado, and Andria Jurgens are in charge of the Stocktake process and will monitor SIP and receive monthly reports and provide feedback to point person responsible for the Focus Area; participate in shared decision making with Admin team and Leadership team with regards to data, interventions, school-based decision issues, etc. Collection and sharing of discipline data and academic intervention plan- Katie Hiltunen, and Frankie Franceschi Collection and sharing or attendance data and behavioral intervention plan-Andrea Nonaka Collection and sharing of behavioral data and varying exceptional student education liaison and collect data as needed to make behavioral plans or educational placement best suited for students. -School Psychologist and testing, evaluate students for learning disability and 504- School Counselors - Kylie Smith, is the 7th grade counselor, Nuria Clark, is the sixth grade counselor, Ruth Clase, is the eighth grade level counselor, and Taylor Donovan provides college and career readiness and social personal support and serves as the MTSS Hope Strange Math Science Coach (provide small group

interventions and instructional coaching) Jacqueline Hinds Literacy Coach and Alexandria Lovegrove Reading Interventionist(provide small group interventions and instructional coaching), Jonathan Torres ESOL Education Specialist is tasked with organizing the ELL Taskforce to ensure English learners have a support system in the school that is made up of teachers, and parents; Heidi Ettrich Exceptional Education Students Compliance Specialist participates in all MTSS meeting to ensure that all ESE students are receiving accommodations and to problem-solve whenever a student is not successful.

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	67	70	64	0	0	0	0	201
One or more suspensions	0	0	0	0	0	0	72	120	79	0	0	0	0	271
Course failure in ELA or Math	0	0	0	0	0	0	6	5	1	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	0	0	0	92	92	80	0	0	0	0	264
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	53	53	48	0	0	0	0	154

The number of students identified as retainees:

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

Date this data was collected
Tuesday 7/17/2018

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	0	0	0	0	0	0	40	49	51	0	0	0	0	140
One or more suspensions	0	0	0	0	0	0	7	5	5	0	0	0	0	17
Course failure in ELA or Math	0	0	0	0	0	0	1	1	4	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	158	161	177	0	0	0	0	496
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	22	26	29	0	0	0	0	77

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	0	0	0	0	0	0	40	49	51	0	0	0	0	140
One or more suspensions	0	0	0	0	0	0	7	5	5	0	0	0	0	17
Course failure in ELA or Math	0	0	0	0	0	0	1	1	4	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	158	161	177	0	0	0	0	496
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	22	26	29	0	0	0	0	77

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 shows that component with the lowest performance scores in ELA were in seventh grade and for Math the lowest scores were in the eighth grade.

Which data component showed the greatest decline from prior year?

The greatest decline was in Math Cohort students who moved from 6th to 7th grade math with 21 points declined.

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

In ELA seventh grade students had the biggest gap (-13%) compared to the state average.
In Math seventh grade students had the largest gap (-36%) when compared to the state average.

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

Math students that were the most improved come from the cohort of students that moved from 7th to 8th grade with a passing rate increase of 23% points.

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

The improvements shown above came as a result of using diagnostic data from I-Ready and teacher input to provide interventions known as Eagle University.

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%	47%	53%	51%	50%	52%
ELA Learning Gains	53%	51%	54%	57%	53%	53%
ELA Lowest 25th Percentile	45%	42%	47%	46%	44%	45%
Math Achievement	49%	49%	58%	46%	45%	55%
Math Learning Gains	58%	55%	57%	51%	49%	55%
Math Lowest 25th Percentile	56%	52%	51%	47%	44%	47%
Science Achievement	50%	48%	52%	49%	47%	50%
Social Studies Achievement	75%	75%	72%	94%	81%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	67 (40)	70 (49)	64 (51)	201 (140)
One or more suspensions	72 (7)	120 (5)	79 (5)	271 (17)
Course failure in ELA or Math	6 (1)	5 (1)	1 (4)	12 (6)
Level 1 on statewide assessment	92 (158)	92 (161)	80 (177)	264 (496)
	0 (0)	0 (0)	0 (0)	0 (0)

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**
06	2018	41%	46%	-5%	52%	-11%
	2017	44%	47%	-3%	52%	-8%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	38%	46%	-8%	51%	-13%
	2017	45%	49%	-4%	52%	-7%
Same Grade Comparison		-7%				
Cohort Comparison		-6%				
08	2018	51%	52%	-1%	58%	-7%
	2017	49%	48%	1%	55%	-6%
Same Grade Comparison		2%				
Cohort Comparison		6%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2018	42%	43%	-1%	52%	-10%
	2017	39%	41%	-2%	51%	-12%
Same Grade Comparison		3%				
Cohort Comparison						
07	2018	18%	29%	-11%	54%	-36%
	2017	21%	28%	-7%	53%	-32%
Same Grade Comparison		-3%				
Cohort Comparison		-21%				
08	2018	44%	43%	1%	45%	-1%
	2017	56%	47%	9%	46%	10%
Same Grade Comparison		-12%				
Cohort Comparison		23%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2018	42%	42%	0%	50%	-8%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	100%	68%	32%	65%	35%
2017	100%	69%	31%	63%	37%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	71%	70%	1%	71%	0%
2017	76%	74%	2%	69%	7%
Compare		-5%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	86%	52%	34%	62%	24%
2017	92%	46%	46%	60%	32%
Compare		-6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	39%	61%	56%	44%
2017	100%	43%	57%	53%	47%
Compare		0%			

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	18	39	33	22	49	45	19	32			
ELL	20	42	38	26	56	56	17	40	82		
ASN	70	58		74	76		64	92	100		
BLK	44	46	47	43	57	64	46	80	81		
HSP	45	54	44	46	57	57	46	72	81		
MUL	41	54		38	32		38	45			
WHT	54	56	45	58	60	46	66	80	81		
FRL	44	54	45	46	57	49	45	70	79		
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	13	34	28	13	36	28	17	38			
ELL	16	38	33	23	43	29	14	47			
ASN	78	69		76	73		77				
BLK	39	44	33	41	55	30	44	74	81		
HSP	46	50	38	49	58	46	53	75	83		

	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
MUL	52	57		52	61						
WHT	54	56	41	58	63	50	71	85	85		
FRL	40	46	36	45	54	39	48	73	75		

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	Improve ELA Tier 1 Instruction for all students through instructional coaching
Rationale	Instructional coaching is focused on supporting the learning, growth, and achievement of students. Improving Tier 1 instruction through instructional coaching will lead to improved teacher practice, development of a repertoire of high yield instructional strategies, improved teaching and learning through the use of adult learning theory, utilizing data to drive the work, plan and execute rich instruction.
Intended Outcome	The intended outcome is to increase ELA proficiency level to 53% and ELA learning gains of 59%.
Point Person	Jacqueline Hinds (jacqueline.hinds@osceolaschools.net)
Action Step	
Description	Action Step 1. Develop a thorough academic coaching program for Tier I core teachers - Use instructional coaching cycles that will target improving students engagement and visible learning. Action Step 2. Increase PLC & MTSS Collaboration - Share data across collaboration time to assign interventions to students needing extra help - Address the academic needs of ELL students by implementing the ELL taskforce. Action Step 3. Implement Marzano's teaching map starting date 8/13/18 -5/30/19. - Provide timely teacher feedback to ensure appropriate instructional adjustments can be observed in follow up observations. Action Step 4. Implement AVID Concept high impact strategies school-wide to improve lesson rigor and student critical thinking skills through the use of WICOR. - WICOR strategies will be the base to increase the rigor for tier I core instruction. The school AVID site team members will be able model strategies for using WICOR during the PLC meetings. - The AVID Coordinator provide the Weekly WICOR strategy to be highlighted in the Principal's weekly updates. - Increase students' AVID organizational tools such as binders, planning calendars, focused note taking structures school wide. - Increase tier I rigor implementing AVID Inquiry and Collaboration practices Action Step 5. Allocate SAI funds to provide additional instructional minutes before or after school. - For the first semester $4,500 SAI funds will be applied for before and after school tutoring in Reading, Math, and to run an I-Ready lab. Students will be registered in the Eagles Success Program to ensure teachers know when struggling students are registered and attending the program. VE teachers will be hired to ensure students with specific learning disabilities have tutoring opportunities. Action Step 6. Maintain a safe learning environment for all students - Use the Positive Behavior Intervention System (PBIS) supported by HERO program to award points when administrators and teachers observe positive behaviors. Students will have opportunities to cash in their points in the PBIS store or in the quarterly PBIS celebration. - Increase the use of the SOAR (Strive for excellent, Own your actions, maintain a positive Attitude, and Respect) expectations throughout the campus - Guidance counselors spearhead the Mental Health assessment initiative as they ensure that all students are in well. They are responsible of picking up student showing a social-emotional concerns and bring them to the guidance office to proceed conduct a threat

assessment.
Professional Development
The academic coaches will team up with the professional development trainers to deliver the following PD:
1. Strategy Walks - school wide Oct - 2018
2. How to help students engage in Cognitively complex tasks Nov - 2018
3. ELLEVATION Nov 2018
4. Teachers will help students increase their skills to examine their reasoning Dec- 2018
5. Using Questions to help students elaborate on content and revise their knowledge Jan 2019
6. ESE/Gen Ed Teacher Inclusion Feb 2019
Budget
SAI Tutoring for Math, reading, ESE - $4,500 per semester
Title One Funding: $50,000 for Teachers' PLC Work, Teachers' AVID training stipends $4,500

Person Responsible	Jacqueline Hinds (jacqueline.hinds@osceolaschools.net)

Plan to Monitor Effectiveness

Description	1. Implement the Stocktake process to collect PLC data from common assessments analyses and MTSS interventions to evaluate student progress. Determine effectiveness of interventions and the next steps. 2. Administrators conduct walkthroughs and observations to ensure Marzano's teaching map is implemented. 3. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins 4. 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	Rolando Casado (rolando.casado@osceolaschools.net)

Activity #2	
Title	Increase schoolwide collaboration effectiveness through the integration of PLC and MTSS processes.
Rationale	In increasing the culture of collaboration among subject areas and grade level teams will ensure student data is effectively analyzed and used to affect tier I instructions and better structured the MTSS interventions.
Intended Outcome	- 70 % of all PLCs will become proficient throughout the school year to function in the PLCs stages 3, 4, 5, and 6. This will make PLCs and MTSS procedure to make decisions based on Common Assessment data.
Point Person	Lucile Schneider (lucile.schneider@osceolaschools.net)
Action Step	
Description	Action Step 1. Establish a PLC meeting Calendar - PLCs will collaborate in data analysis from common assessments to ensure the curriculum guide and pacing guide is follow at the proficiency level. Data will determine any curriculum actions necessary to ensure high levels of student learning is taking place. - Facilitator will maintain meeting documentation to ensure collaboration meetings are taking place. -The evidence will be generated from stages 4, 5, and 6 base on conversations with the principal. -Common assessments will be given to measure student mastery of essential standards. Use one of the following to develop common assessment Ready Resource in I-ready Standards Mastery through I-ready Grade Level created assessment as a team from district test bank Civics EOC Review Question Bank Teacher created common assessment -Teams will collaboratively create a minimum of at least 1 common assessment per unit. Analyze Data (Stage 5)- consider using one of the following programs to collect data for your common assessment Gradecam Plickers Standards Mastery through I-ready Data Tracker - Testing Environment/protocol for Common Assessment must be identical for all teachers When will we give it? How will we give it? Under what conditions (Time/ notes/ book/ read out loud??) - Intervention/ Enrichment (Stage 6) Teachers will discuss at-risk students at during EU MTSS & PLC meetings (Twice a month). Teams will offer weekly tutorial support during Eagle University Time Flexible Grouping/ Utilizing I-ready profiles to teach to meet student needs Flexible Grouping/ Based on common assessment data Other strategies specifically targeted to meet students' needs -Product Based Outcomes Check List Identify Essential Learning Standards for 1st semester Develop 2 Proficiency Scale for a minimum of 2 Essential Standard for 1st semester Collaboratively develop a minimum of 1 common assessment per unit for 1st semester Quarterly Strategy Walks- Teachers Observing Other Teachers (Stage 7)

Action Step 2. The MTSS is schedule includes all teachers to ensure their participation in the identification of students in need of interventions. The MTSS facilitator will use I-Ready diagnostic data to establish appropriate interventions for students in the ELL, ESE, and regular Ed. intervention groups.
- Eagle University provides 33 minutes intervention time where all teachers work with their students in a two week rotation. PLCs use common assessment data to further divide groups by standards' achievement.
Action Step 3. Establish Stocktake process meeting Calendar
- The monthly Stocktake meeting will be used to monitor the progress toward improving the Focus areas outlined in the school improvement plan. The key areas for stocktake are to improving tier I instruction in ELA and in math including the ELL and ESE students. The 'next step' section will be crucial to ensure progress is taking place.

Person Responsible	Lucile Schneider (lucile.schneider@osceolaschools.net)

Plan to Monitor Effectiveness

Description	1. Two PLC meetings will be conducted in the principals office each month where the PLC lead will bring deliverables to brief on progress, or challenges they encounter, and what next steps have been implemented. 2. Use the Stocktake process to measure the level of progress and determined the next steps toward accomplishment of this focus area. 3. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins 4. 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	Rolando Casado (rolando.casado@osceolaschools.net)

Activity #3	
Title	Improve Math Tier I Instruction for all students through the use of students owned proficiency scales.
Rationale	Improving Tier I instruction through aligning instruction to student-owned scales improved the teaching and learning process. This will focus teacher instruction and student learning on specific outcomes, which will align to student evidence that proves students are mastering the standards.
Intended Outcome	Improve math proficiency to 53%
Point Person	Georgina Baba (georgina.baba@osceolaschools.net)
Action Step	
Description	Action Step 1. Develop a thorough academic coaching program for Tier I Math core teachers - Use instructional coaching cycles that will target improving students engagement and visible learning. Action Step 2. Increase PLC & MTSS Collaboration - Share data across collaboration time to assign interventions to students needing extra help - Based on data collected, teachers will review student data and plan for upcoming instruction. Hope Strange will attend weekly PLC meetings to assist with data analysis and finding alternative strategies for teaching content. Teachers will align instruction to their Unit Proficiency Scales. - Address the academic needs of ELL students by implementing the ELL taskforce. The mission statement is to Empower language learners to reach their highest potential and to embrace cultural diversity. Action Step 3. Implement Marzano's teaching map starting date 8/13/18 -5/30/19. - Provide timely teacher feedback to ensure appropriate instructional adjustments can be observed in follow up observations. Action Step 4. Implement AVID Concept high impact strategies school-wide to improve lesson rigor and student critical thinking skills through the use of WICOR. - WICOR strategies will be the base to increase the rigor for tier I core instruction. The school AVID site team members will be able model strategies for using WICOR during the PLC meetings. - The AVID Coordinator provide the Weekly WICOR strategy to be highlighted in the Principal's weekly updates. - Increase students' AVID organizational tools such as binders, planning calendars, focused-not taking structures school wide. - Increase tier I rigor implementing AVID Inquiry and Collaboration practices Action Step 5. Allocate SAI funds to provide additional instructional minutes before or after school. - For the first semester $4,500 SAI funds will be applied for before and after school tutoring in Reading, Math, and to run an I-Ready lab. Students will be registered in the Eagles Success Program to ensure teachers know when struggling students are registered and attending the program. VE teachers will be hired to ensure students with specific learning disabilities have tutoring opportunities. Action Step 6. Maintain a safe learning environment for all students - Use the Positive Behavior Intervention System (PBIS) supported by HERO program to award points when administrators and teachers observe positive behaviors. Students will have opportunities to cash in their points in the PBIS store or in the quarterly PBIS

celebration.
- Increase the use of the SOAR (Strive for excellent, Own your actions, maintain a positive Attitude, and Respect) expectations throughout the campus
- Guidance counselors spearhead the Mental Health assessment initiative as they ensure that all students are in well. They are responsible of picking up student showing a social-emotional concerns and bring them to the guidance office to proceed conduct a threat assessment.

Person Responsible	Georgina Baba (georgina.baba@osceolaschools.net)

Plan to Monitor Effectiveness

Description	1. Teachers PLC teams will meet with Mr. Ballone during Eagle University rotations to review student formative assessment data and discuss their instructional next steps. 2. Implement the Stocktake process to collect PLC data from common assessments and MTSS interventions to evaluate student progress. 3. Leadership team members will conduct classroom observations and record whether students are interacting with scales. 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	Naivasha Mangrum (naivasha.mangrum@osceolaschools.net)

Activity #4	
Title	Increase Learning Gains and Proficiency in Math and Science
Rationale	Learning gains are a high priority area of need that hold a direct connection to student achievement and the overall school academic grade. With a developed and specific focus on learning gains, students will receive core instruction and targeted interventions that will meet their individual needs.
Intended Outcome	Student learning gains will increase by 3% in the area of math and proficiency levels in science will increase by 3%.
Point Person	Georgina Baba (georgina.baba@osceolaschools.net)
Action Step	
Description	-Students will be provided with targeted interventions that meet the needs of all students. -The leadership team will monitor subsets of lowest quartile data, while in communication with the teachers to track student progress. -Coaching support will be provided based on areas of focus to increase student achievemen
Person Responsible	Georgina Baba (georgina.baba@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Classroom observations will occur daily with effective feedback provided to the school as a whole and individual teachers. -Monitor data through formative, summative, and diagnostic assessments. -MTSS meetings will be held monthly to analyze data and their effectiveness of programs/ intervention placement.
Person Responsible	Rolando Casado (rolando.casado@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, § 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 training 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 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.

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.