School District of Osceola County, FL

Mill Creek Elementary School

2018-19 Schoolwide Improvement Plan

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Mill Creek Elementary School

1700 MILL SLOUGH RD, Kissimmee, FL 34744

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	85%

School Grades History

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

Working as a team, the parents, community and staff will challenge our students to become healthy, responsible, self-motivated individuals who are lifelong learners in a diverse society.

Provide the school's vision statement.

The Osceola School District will work in partnership with families and the communities to ensure all learners develop the essential knowledge and skills to strengthen our thriving community.

School Leadership Team

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

Name	Title
Cavinee, Susan	Principal
Waggoner, Pauline	Assistant Principal
Malotka, Joan	School Counselor
Acosta, Jacqueline	Instructional Coach
Kocher, Connie	Instructional Coach

Duties

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

Principal -- Susan Cavinee -- Oversees development and monitoring of SSIP and leads the PLC process for the school; sets expectations for teaching and learning

Assistant Principal -- Pauline Waggoner--Assists in overseeing development and monitoring of SSIP and leadership of the PLC process for the school

Literacy Coach -- Connie Kocher -- Reviews reading data, guides grade level teams in implementing professional development, provides professional development, models instruction in the classroom, provides resources based on the academic needs of students in reading and writing; is the MTSS point person for 3rd Grade

Math/Science Coach -- Jacqueline Acosta -- Reviews math data, guides grade level teams in implementing professional development, provides professional development, models instruction in the classroom, provides resources based on the academic needs of students in math and science; is the MTSS point person for 5th Grade

Guidance Counselor--Joan Malotka -- Oversee MTSS team; collect behavioral data on students; ensures documentation of multi-tiered system of supports; counsel students; is the MTSS point person for Kindergarten, 1st, and 2nd Grades

Guidance Counselor -- Fernando Bernard -- Counsels students; is 504 coordinator

In addition, the Media Specialist, Jen Caressimo, is the point person for 4th Grade MTSS; the ESOL Education Specialist, Wanda Hernandez, is the MTSS point person for ELL students; and the Resource Compliance Specialist, Vicki Lisefski, is the MTSS point person for ESE students.

All are part of the leadership and problem solving teams.

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	32	31	17	16	25	22	0	0	0	0	0	0	0	143
One or more suspensions	2	1	4	4	2	6	0	0	0	0	0	0	0	19
Course failure in ELA or Math	5	5	5	2	0	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	54	43	27	0	0	0	0	0	0	0	124

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	7	6	9	22	27	28	0	0	0	0	0	0	0	99

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	5	5	2	1	0	0	0	0	0	0	0	0	18
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	32	22	32	31	23	11	0	0	0	0	0	0	0	151
One or more suspensions	4	1	7	6	2	2	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	0	4	10	12	6	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	36	48	38	0	0	0	0	0	0	0	122

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	3	3	7	20	17	9	0	0	0	0	0	0	0	59

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	32	22	32	31	23	11	0	0	0	0	0	0	0	151
One or more suspensions	4	1	7	6	2	2	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	0	4	10	12	6	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	36	48	38	0	0	0	0	0	0	0	122

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	3	3	7	20	17	9	0	0	0	0	0	0	0	59

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?

On the 2018 FSA Reading, 4% of the ESE students in third, 4th, and 5th grade were proficient.
Yes, this is a trend.
On the 2018 FSA Reading, 11% of the ELL students in third, 4th, and 5th grade were proficient.
Yes, this is a trend.

Which data component showed the greatest decline from prior year?

On the 2018 FSA Reading, 42% of students in 3rd grade were proficient. This is a decrease from 2017.

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

Third grade FSA Reading proficiency of 42% had the largest gap when compared to the state average of 57% proficiency.

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

Fourth grade FSA ELA and Math had the most improvement.
No, this is not a trend.

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

Collaboration within the team and with academic coaches, professional development, stronger iii time, teachers using learning goals based on state standards and students using scales to track progress.

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%	50%	52%	52%
ELA Learning Gains	53%	54%	55%	58%	55%	52%
ELA Lowest 25th Percentile	42%	46%	48%	57%	50%	46%
Math Achievement	54%	54%	62%	46%	53%	58%
Math Learning Gains	55%	56%	59%	48%	56%	58%
Math Lowest 25th Percentile	51%	42%	47%	34%	49%	46%
Science Achievement	49%	51%	55%	51%	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	32 (32)	31 (22)	17 (32)	16 (31)	25 (23)	22 (11)	143 (151)
One or more suspensions	2 (4)	1 (1)	4 (7)	4 (6)	2 (2)	6 (2)	19 (22)
Course failure in ELA or Math	5 (0)	5 (0)	5 (4)	2 (10)	0 (12)	0 (6)	17 (32)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	54 (36)	43 (48)	27 (38)	124 (122)

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	42%	51%	-9%	57%	-15%
	2017	51%	53%	-2%	58%	-7%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	48%	48%	0%	56%	-8%
	2017	43%	50%	-7%	56%	-13%
Same Grade Comparison		5%				
Cohort Comparison		-3%				
05	2018	47%	50%	-3%	55%	-8%
	2017	47%	48%	-1%	53%	-6%
Same Grade Comparison		0%				
Cohort Comparison		4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	50%	51%	-1%	62%	-12%
	2017	50%	56%	-6%	62%	-12%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	47%	53%	-6%	62%	-15%
	2017	44%	55%	-11%	64%	-20%
Same Grade Comparison		3%				
Cohort Comparison		-3%				
05	2018	47%	52%	-5%	61%	-14%
	2017	47%	49%	-2%	57%	-10%
Same Grade Comparison		0%				
Cohort Comparison		3%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	44%	49%	-5%	55%	-11%
	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	15	35	33	22	46	38	17				
ELL	29	49	37	36	52	50	28				
BLK	43	52	55	52	60	64	50				
HSP	49	54	39	51	54	52	46				
WHT	60	46		63	54		59				
FRL	45	50	35	50	51	48	42				

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	19	24	33	19	45	46					
ELL	35	43	44	42	51	47	46				
BLK	29	53	64	39	54	50	14				
HSP	51	57	58	49	58	53	54				
WHT	65	59	60	67	72		54				
FRL	47	52	54	47	59	50	43				

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	School-Wide ELA Proficiency
Rationale	On the 2018 FSA ELA proficiency for 3rd, 4th, and 5th Grades was 50%. On the 2017-18 iReady Diagnostic 3 Reading proficiency for Kindergarten,1st, and 2nd grades was 69%. It is essential that more students attain proficiency so that they may graduate high school and be college- or career-ready. With the addition of a second Guidance Counselor, we believe it will strengthen the process of identifying student needs and providing the appropriate interventions. Research shows that responding to individual student needs through a multi-tiered support system of support will improve student achievement.
Intended Outcome	On the 2019 FSA ELA proficiency for 3rd, 4th, and 5th grades will increase to 52%. On the 2018-19 iReady Diagnostic 3 Reading proficiency for Kindergarten, 1st, and 2nd grades will increase to 71%.
Point Person	Connie Kocher (connie.kocher@osceolaschools.net)
Action Step	
Description	Teachers will receive professional development in the use of targeted resources for different subgroups of ELA learners. On 8/21/18, the coaches presented the iReady new platform for reading to K-5 teachers. On 9/5/18 our PLCs focused on an overview of the PLC process, expectations, purpose, and next steps. On 9/6/18, Kindergarten, 1st, and 2nd Grade teachers attended professional development on Next Steps Guided Reading. On 9/26/18 the three SIP Reading goals were shared with all faculty and staff. Reviewed current iReady Reading scores for students in all areas including the students in the ELL subgroup. On 10/17/18 PLCs focused on reading data, upcoming standards, and creating differentiated centers. On 11/14/18, teachers will receive training in scaffolding strategies. Through weekly, more structured PLCs, teachers will collaborate more effectively in order to develop appropriate common assessments and differentiated lessons for ELA standards. On 9/3/18, PLCs focused on grade-wide reading data to create small groups and interventions specifically to address the needs in an upcoming unit for ELL support, ESE support, and extended learning. On 9/5/18 PLC focused on PLC Overview, expectations, purpose, and next steps. K-5 all teachers, information will be used as PLCs are implemented. On 9/26/18 the three SIP Reading goals were shared with all faculty and staff. Reviewed current iReady Reading scores for students in all areas including the subgroups. On 10/17/18 PLCs focused on reading data, upcoming standards, and creating centers. The problem solving team/MTSS Coach/ and Guidance Counselors will meet with teachers, bi-weekly to discuss the academic needs of students including intervention and extension of learning. Parents will be contacted if a student has missed 10% of the school days.
Person Responsible	Connie Kocher (connie.kocher@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Leadership PLC will monitor this area of focus. Through classroom walk-throughs and observations, we will look for evidence of implementation of strategies learned by the

teachers and for evidence of student learning. At Stocktake meetings, progress in ELA proficiency will be reviewed every other month with the Principal and all Leadership Team members .
-Student data will be tracked through school-wide assessment tools (i-Ready and formative assessments) to identify and target specific students and areas not meeting proficiency.
-Walkthroughs will be utilized to prioritize staff professional development needs and address areas of concern.

Person Responsible Connie Kocher (connie.kocher@osceolaschools.net)

Activity #2	
Title	School-wide ELA proficiency for ESE students in Gen. Ed.
Rationale	On the 2018 FSA ELA proficiency for ESE students 3rd, 4th, and 5th Grades was 4%.
Intended Outcome	On the 2019 FSA ELA proficiency for ESE students in 3rd, 4th, and 5th, grades will increase to 6%.
Point Person	Connie Kocher (connie.kocher@osceolaschools.net)
Action Step	
Description	The General Education teachers and VE Teachers will attend professional development in working with students with disabilities: On 8/21/18, the coaches presented the iReady new platform for reading to K-5 teachers. On 9/5/18 our PLCs focused on an overview of the PLC process, expectations, purpose, and next steps. On 9/6/18, Kindergarten, 1st, and 2nd Grade teachers attended professional development on Next Steps Guided Reading. On 9/26/18 the three SIP Reading goals were shared with all faculty and staff. Reviewed current iReady Reading scores for students in all areas including the students in the ESE subgroup. On 10/17/18 PLCs focused on reading data, upcoming standards, and creating differentiated centers. On 11/14/18, teachers will receive training in scaffolding strategies. The ESE students will receive Support Facilitation from their assigned Varying Expectionalities Teacher. The ESE students will receive Tier II and/or Tier III interventions. Through weekly, more structured PLCs, teachers will collaborate more effectively in order to develop appropriate common assessments and differentiated lessons for ELA standards. On 9/3/18, PLCs focused on grade-wide reading data to create small groups and interventions specifically to address the needs in an upcoming unit for ELL support, ESE support, and extended learning. On 9/5/18 PLC focused on PLC Overview, expectations, purpose, and next steps. K-5 all teachers, information will be used as PLCs are implemented. On 9/26/18 the three SIP Reading goals were shared with all faculty and staff. Reviewed current iReady Reading scores for students in all areas including the ESE subgroup. On 10/17/18 PLCs focused on reading data, upcoming standards, and creating centers. Depending on student needs, the ESE students will be invited to attend iReady Reading Challenge Clubs, and additional tutoring as funds permit. Communicate with parents of students who are absent 10% or more of school days.
Person Responsible	Connie Kocher (connie.kocher@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	The Leadership Team members will monitor this area of focus. Through classroom walk-throughs and observations we will look for implementation of strategies learned from professional development. Support Facilitation will be adjusted as needed and IEPs amended at that time. Student data will be discussed at MTSS meetings. Tier II and Tier III strategies will be altered as needed. iReady data and progress monitoring data will be monitored at Stocktake and MTSS meetings.

	At Stocktake meetings, progress of ESE students towards ELA proficiency will be reviewed every other month.
Person Responsible	Connie Kocher (connie.kocher@osceolaschools.net)

Activity #3	
Title	School-wide ELA proficiency for ELL students.
Rationale	On the 2018 FSA ELA proficiency for ELL students 3rd, 4th, and 5th Grades was 11%.
Intended Outcome	On the 2019 FSA ELA proficiency for ELL students in 3rd, 4th, and 5th, grades will increase to 13%.
Point Person	Connie Kocher (connie.kocher@osceolaschools.net)

Action Step	
Description	The General Education teachers and ELL paraprofessionals will attend professional development in working with Second Language Learners: On 8/21/18, the coaches presented the iReady new platform for reading to K-5 teachers. On 9/5/18 our PLCs focused on an overview of the PLC process, expectations, purpose, and next steps. On 9/26/18 the three SIP Reading goals were shared with all faculty and staff. Reviewed current iReady Reading scores for students in all areas including the students in the ELL subgroup. On 10/17/18 PLCs focused on reading data, upcoming standards, and creating differentiated centers. On 11/7/18, the EES and coaches will provide training to K-5 teachers on the new Ellevation software to increase student achievement. On 11/14/18, teachers will receive training in scaffolding strategies. On 11/28/18, teachers will receive the second part of training in using the new Ellevation software. The ELL students will receive additional support from ELL paraprofessionals . The ELL students will receive Tier II and/or Tier III interventions. Depending on student needs, the ELL students will be invited to attend iReady Reading Challenge Clubs, and additional tutoring as funds permit. Communicate with parents of students who are absent 10% or more of school days
Person Responsible	Connie Kocher (connie.kocher@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	The Leadership Team members will monitor this area of focus. Through classroom walk-throughs and observations we will look for implementation of strategies learned from professional development. Support from the ELL paraprofessionals will be designed by the Reading Coach and ESOL Education Specialist. Student data will be discussed at MTSS meetings. Tier II and Tier III strategies will be changed as needed. iReady data and progress monitoring data will be monitored at Stocktake and MTSS meetings. At Stocktake meetings, progress of ELL students towards ELA proficiency will be reviewed every other month.
Person Responsible	Connie Kocher (connie.kocher@osceolaschools.net)

Activity #4	
Title	School-Wide Math Proficiency including Science
Rationale	On the 2018 FSA Math proficiency for 3rd, 4th, and 5th Grades was 54%. On the 2017-18 iReady Diagnostic 3 Math proficiency for Kindergarten, 1st, and 2nd Grades was 69%. It is essential that more of our students attain proficiency in math leading to high school graduation and college- or career-readiness. Our Math/Science Coach will assist in increasing our Math and Science proficiency . 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	On the 2019 FSA, Math proficiency for 3rd, 4th and 5th grade will increase to 56%. The Math/Science Coach will be an integral part of helping students increase proficiency in Math and or 5th grades in Science.
Point Person	Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)
Action Step	
Description	The classroom teachers will attend professional development for math. On 8/21/18, the coaches presented the iReady new platform for math to K-5 teachers. On 9/6/18, 4th and 5th Grade teachers attended Ten Marks training, and it will be used to help students throughout the school year. On 9/14/18, district provided math training to teachers K-5 as part of our Learning Cycle. On 10/15/18, our math coach provided provided professional development to K-5 teachers designed to improve students' number sense. On 10/30/18, 5th Grade teachers and the Math Coach will attend professional development designed to deepen mathematics practice in 5th Grade. On 9/5/18 PLC focused on PLC overview, expectations, purpose, and next steps for all K-5 teachers. On 9/26/18 the three SIP Math goals were shared with all faculty and staff. Reviewed current iReady Math scores for students in all areas including the subgroups. On 10/3/18 PLCs focused on math data, upcoming standards, and creating differentiated centers. -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 achievement. The students will receive Tier II and/or Tier III interventions as needed. Depending on student needs, students will be invited to attend Block time math tutoring, iReady Challenge Clubs, and additional tutoring as funds permit. Communicate with parents of students who are absent 10% or more of school days
Person Responsible	Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	The Leadership Team members will monitor this area of focus. Through classroom walk-throughs and observations we will look for implementation of strategies learned from professional development. Student math data will be discussed at MTSS meetings. Tier II and Tier III support will be changed if needed. iReady data and progress monitoring data will be monitored at Stocktake and MTSS

	meetings. Students will be recognized for increased attendance. At Stocktake meetings, progress in Math proficiency will be reviewed every other month. -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	Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

Activity #5	
Title	School-wide Math proficiency for ESE students in Gen. Ed.
Rationale	On the 2018 FSA Math proficiency for ESE students 3rd, 4th, and 5th Grades was 12%.
Intended Outcome	On the 2019 FSA Math proficiency for ESE students in 3rd, 4th, and 5th, grades will increase to 14%.
Point Person	Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

Action Step	
Description	The General Education teachers and VE Teachers will attend professional development to learn strategies to use with students with disabilities. On 8/21/18, the coaches presented the iReady new platform for math to K-5 teachers. On 9/5/18 PLC focused on PLC overview, expectations, purpose, and next steps for all K-5 all teachers. On 9/26/18 the three SIP Math goals were shared with all faculty and staff. Reviewed current iReady Math scores for students in all areas including ESE subgroup. On 10/3/18 PLCs focused on math data, upcoming standards, and creating differentiated centers. The ESE students will receive Support Facilitation from their assigned Varying Expectionalities Teacher. The ESE students will receive Tier II and/or Tier III interventions. Depending on student needs, the ESE students will be invited to attend Block time math tutoring, iReady Challenge Clubs, and additional tutoring as funds permit. Communicate with parents of students who are absent 10% or more of school days.
Person Responsible	Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	The Leadership Team members will monitor this area of focus. Through classroom walk-throughs and observations we will look for implementation of strategies learned from professional development. Support Facilitation will be adjusted as needed and IEPs amended at that time. Student math data will be discussed at MTSS meetings. Tier II and Tier III strategies will be changed if needed. iReady data and progress monitoring data will be monitored at Stocktake and MTSS meetings. At Stocktake meetings, progress of ESE students towards Math proficiency will be reviewed every other month.
Person Responsible	Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)

Activity #6	
Title	School-wide Math proficiency for ELL students
Rationale	On the 2018 FSA Math proficiency for ELL students in 3rd, 4th, and 5th Grades was 17%.
Intended Outcome	On the 2019 FSA Math proficiency for ELL students in 3rd, 4th, and 5th, grades will increase to 19%
Point Person	Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)
Action Step	
Description	The classroom teachers and ELL paraprofessionals will attend professional development in working with Second Language Learners. On 8/21/18, the coaches presented the iReady new platform for math to K-5 teachers. On 9/5/18 PLC focused on PLC Overview, expectations, purpose, and next steps for all K-5 teachers. On 9/26/18 the three SIP Math goals were shared with all faculty and staff. Reviewed current iReady Math scores for students in all areas including the ELL subgroup. On 10/3/18 PLCs focused on math data, upcoming standards, and creating differentiated centers. The ELL students will receive additional support from ELL paraprofessionals . The ELL students will receive Tier II and/or Tier III interventions as needed. Depending on student needs, the ELL students will be invited to attend Block time math tutoring, iReady Challenge Clubs, and additional tutoring as funds permit. Communicate with parents of students who are absent 10% or more of school days At Stocktake meetings, data on progress in Math proficiency will be reviewed every other month.
Person Responsible	Jacqueline Acosta (jacqueline.acosta@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	The Leadership Team members will monitor this area of focus. Through classroom walk-throughs and observations we will look for implementation of strategies learned from professional development. Support from the ELL paraprofessionals will be designed by the Math Coach and ESOL Education Specialist. Student data will be discussed at MTSS meetings. Tier II and Tier III strategies will be changed as needed. iReady data and progress monitoring data will be monitored at Stocktake and MTSS meetings. At Stocktake meetings, progress of ELL students towards Math proficiency will be reviewed every other month.
Person Responsible	Jacqueline Acosta (jacqueline.acosta@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 our 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 the writing of 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 MTSS team meets every Wednesday at 9:00 am. Teachers, parents, and school personnel can recommend a student to enter the MTSS process. We review reading, math and behavior data to determine which Tier to move students to for support.

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:	**$0.00**