

School District of Osceola County, FL

Partin Settlement Elementary School



2018-19 Schoolwide Improvement Plan

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Partin Settlement Elementary School

2434 REMINGTON BLVD, 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	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

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

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Education which inspires all to their highest potential and develops the whole child .

Provide the school's vision statement.

To create a safe, secure and nurturing educational environment in which every student is an active learner.

School Leadership Team

Membership

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

Name	Title
Corbett, Karen	Principal
Czipulis, Sara	Instructional Coach
Tryzbiak, Deborah	Instructional Coach
Oliver, Romy	Instructional Coach
Juste, Mernise	School Counselor
Ortiz, Melissa	Assistant Principal
Tran-Ponce, Sang	Other
Wheeler, Laura	School Counselor
Millian Rivera, Femerlie	Other

Duties

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

Administration: Provides a common vision for the use of data based decision making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support, documentation, ensures adequate professional development to support MTSS implementation, and communication with parents regarding school based MTSS plan and activities. Resposible for school Stocktakes, will monitor the SIP and receive monthly reports and give feedback.

General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff members to implement tier 2 interventions and integrates tier 1 materials/instruction with tier 2 and tier 3 activities. Provide data to Math/Science and Reading Coach for the School Stocktakes.

Exceptional Student Education Teachers: Participate in student data collection, integrate core instructional activities/materials into tier 3 instruction, and collaborate with general education teachers through such activities as support facilitation. Provide data to RCS to be presented at School Stocktakes.

MTSS and Intervention coaches: Develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically based curriculum/behavior

assessment and intervention approaches. Provide data at the School Stocktakes.

Reading and Math/Science Coaches: Provide guidance on K-5 reading plan: facilitate and support data collection activities, assist in data analysis, provide professional development and technical assistance to teachers regarding data based instructional planning, support the implementation of tier 1, tier 2 and tier 3 intervention plans. Provide data at the School Stocktakes.

School Psychologist: Participate in collection, interpretation, and analysis of data; facilitate development of intervention plans, provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem solving activities.

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing intervention, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Guidance Counselors: works closely with the school social worker and school psychologist to assist students with behavior and social interventions. Identify and analyze data based behavior interventions and monitor student progress. Provide data at the School Stocktakes.

Resource Compliance Specialist and ESOL Compliance Specialist: task with monitoring and identifying areas of need in their subgroups and providing resources and professional development to teachers. Provide data at the School Stocktakes.

Media Specialist: assist teachers with resources and strong curriculum in the area of Reading and Writing.

PSES strives to have shared decision making through their weekly leadership meetings, as this will increase student achievement.

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	32	34	37	49	57	0	0	0	0	0	0	0	238
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	4	46	21	29	0	0	0	0	0	0	0	100
Level 1 on statewide assessment	0	0	0	3	45	55	0	0	0	0	0	0	0	103
	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	2	10	13	27	0	0	0	0	0	0	0	52

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	4	1	1	1	0	0	0	0	0	0	0	0	15
Retained Students: Previous Year(s)	0	7	7	10	13	27	0	0	0	0	0	0	0	64

Date this data was collected

Monday 8/20/2018

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	17	13	11	8	6	12	0	0	0	0	0	0	0	67
One or more suspensions	1	2	5	5	4	2	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	48	37	53	0	0	0	0	0	0	0	138
	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	2	0	6	4	9	0	0	0	0	0	0	0	21	

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	8	10	7	3	4	7	0	0	0	0	0	0	0	39
One or more suspensions	1	4	4	1	5	2	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	1	2	15	3	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	35	45	23	0	0	0	0	0	0	0	103
	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	1	1	0	0	1	0	0	0	0	0	0	0	0	3	

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?

Lowest quartile (to include ESE and ELL) achievement and learning gains were our lowest performing and this is a trend.

Which data component showed the greatest decline from prior year?

Science data showed the greatest decline from the previous year with a 9% decrease (53% to 47%).

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

Science data had the biggest gap when compared to the state average.

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

5th grade Math showed the most improvement and is a trend.

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

Additional professional development to teachers on facilitated math groups, increased math intervention time, and maximized V.E. support during iii time.

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	60%	51%	56%	61%	52%	52%
ELA Learning Gains	54%	54%	55%	61%	55%	52%
ELA Lowest 25th Percentile	51%	46%	48%	58%	50%	46%
Math Achievement	59%	54%	62%	54%	53%	58%
Math Learning Gains	54%	56%	59%	52%	56%	58%
Math Lowest 25th Percentile	41%	42%	47%	48%	49%	46%
Science Achievement	47%	51%	55%	53%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	29 (17)	32 (13)	34 (11)	37 (8)	49 (6)	57 (12)	238 (67)
One or more suspensions	0 (1)	0 (2)	0 (5)	0 (5)	0 (4)	1 (2)	1 (19)
Course failure in ELA or Math	0 (0)	0 (0)	4 (0)	46 (0)	21 (0)	29 (1)	100 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (48)	45 (37)	55 (53)	103 (138)
	0 (0)	0 (0)	0 (0)	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
03	2018	52%	51%	1%	57%	-5%
	2017	47%	53%	-6%	58%	-11%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	54%	48%	6%	56%	-2%
	2017	65%	50%	15%	56%	9%
Same Grade Comparison		-11%				
Cohort Comparison		7%				
05	2018	57%	50%	7%	55%	2%
	2017	56%	48%	8%	53%	3%
Same Grade Comparison		1%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	54%	51%	3%	62%	-8%
	2017	51%	56%	-5%	62%	-11%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	53%	53%	0%	62%	-9%
	2017	61%	55%	6%	64%	-3%
Same Grade Comparison		-8%				
Cohort Comparison		2%				
05	2018	57%	52%	5%	61%	-4%
	2017	50%	49%	1%	57%	-7%
Same Grade Comparison		7%				
Cohort Comparison		-4%				

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	20	34	43	31	41	27	33				
ELL	44	45	34	42	47	35	12				

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
ASN	71	83		93	75						
BLK	51	57	58	45	52	40	38				
HSP	56	52	47	56	53	43	39				
MUL	73			55							
WHT	69	55	50	68	59	31	61				
FRL	48	46	48	51	47	37	39				

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	15	63	58	29	54	50	25				
ELL	36	63	61	42	52	43	29				
ASN	62			85							
BLK	61	67		53	58						
HSP	54	65	56	53	61	47	47				
MUL	73			73							
WHT	72	68		70	60		81				
FRL	54	62	48	52	58	41	48				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	Research states, if teachers participate in authentic collaboration teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.
Intended Outcome	ELA, Math, proficiency and gains will increase to 65 % proficient (ELA and Math increase by 6%) overall to include all subgroups. Science proficiency will increase to 55% proficient (8% increase).
Point Person	Sara Czipulis (sara.czipulis@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. PLC teams will meet each month during early release Wednesdays and on two planning periods a month (2nd and 4th Thursday), for the purpose of assessing, analyzing, reflecting and revising plans on course progression of student's needs as a collaborative team. Members of the leadership team will be assigned to a grade level to monitor the PLC (K-Oliver, 1st-Ortiz, 2nd-Corbett, 3rd, 4th, & 5th Reading-Czipulis, and Math-Tryzbiak). This data will be shared at Stocktakes (9/14, 10/10, 11/7, 12/5, 1/9, 2/6, 3/6, 4/3, & 5/1/2019) to determine progress and if training is needed to assist the PLCs. 2. Professional development will be conducted throughout the year to build shared knowledge of PLC processes. This will be provided on school wide PLC days as needed to include the specific dates 8/15/18 and 9/19/18 by Corbett. Training will also be provided on Tidbit Tuesdays by a leadership team member as needed. Including the specific dates of 11/13/18 on formative data tracking and 1/22/19 on data analysis both provided by Corbett, Czipulis, and Tryzbiak. 3. GradeCam will be used by PLC teams for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be provided on GradCam throughout the year with specific training on 8/21/18 by Justin Seabolt. 4. Mentoring will be conducted for teams who are struggling, and support will be given so they become an effective collaborative team. This will be done by the leadership team member assigned to the PLC or by administration weekly at PLCs. 5. A PLC Guiding Coalition will be formed to oversee the process consisting of one teacher from each grade level and the principal. They will meet the third Wednesday of each month (8/15, 9/19, 10/17, 11/14, 12/19, 1/16, 2/20, 3/27, 4/17, 5/15/2019) to oversee the PLC process and assist in addressing areas of concern the next week by the leadership team member assigned to that PLC. 6. District formative assessments will be given every four and a half weeks in Math and once every nine weeks in Reading. This will be overseen by the academic coaches. 7. Professional development will be provided on Tidbit Tuesdays (8/14, 8/21, 9/11, 9/25, 10/9, 10/23, 11/13, 11/27, 12/11, 1/8, 1/22, 2/12, 2/26, 3/12, 3/26, 4/9, 4/23, 5/14, 5/28) to support the PLC process. To include but not limited to GradCam(8/21 by Justin Seabolt), formative assessments (9/19 and 11/13 by Corbett, Czipulis, & Tryzbiak), and working collaboratively (8/15 by Corbett). Additional dates will be done monthly as needs determine and will be overseen by the leadership team and district provided personnel. 8. School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus. (9/14, 10/10, 11/7, 12/5, 1/9, 2/6, 3/6, 4/3, & 5/1/2019) 9. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.

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

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

Plan to Monitor Effectiveness

Description

1. Administration, PLC Lead, and PLC Guided Coalition will monitor all accountability area collaborative teams, to ensure time being used effectively and to evaluate the level of each PLC team weekly and as a committee on 8/15, 9/19, 10/17, 11/14, 12/19, 1/16, 2/20, 3/27, 4/17, and 5/15/2019.
2. PLC Seven Stages rubric will be used to measure Pre-Mid-End of school year progress of the PLC teams. This will be collected and monitored by the principal, Corbett.
3. School Stocktake Model will take place every month to report progress to the Principal on the Area of Focus. (9/14, 10/10, 11/7, 12/5, 1/9, 2/6, 3/6, 4/3, & 5/1/2019)
4. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress of the Area of Focus through the School Stocktake Model.

Person Responsible Karen Corbett (karen.corbett@osceolaschools.net)

Activity #2	
Title	Ensure high levels of learning for all students in Literacy.
Rationale	School-wide data for ELA in our lowest quartile growth indicate a decline in student learning. By improving our MTSS process, intervention curriculum and instruction, and balanced literacy instruction then student achievement will increase.
Intended Outcome	ELA learning gains are expected to increase from 54% to 65 %. ELA Lowest quartile will increase from 51% to 58% ELA ELL achievement level will increase from 24% to 30%. ELA ESE achievement level will increase from 15% to 20%.
Point Person	Sara Czipulis (sara.czipulis@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement Balanced Literacy in all classrooms. This will be overseen weekly by the Reading Coach and data presented at Stocktakes (9/14, 10/10, 11/7, 12/5, 1/9, 2/6, 3/6, 4/3, & 5/1/2019). 2. NSGRA will be used in grades K-2 for all students and DRA for 3-5 (lowest performing students only) for the purpose of assessing, analyzing, reflecting and revising plans for individual student's needs. This will be overseen by the Reading Coach and data presented at Stocktakes (9/14, 10/10, 11/7, 12/5, 1/9, 2/6, 3/6, 4/3, & 5/1/2019). 3. IReady instructional profile report will be used in grades K-5 to address the instructional needs for all students. This will be overseen by the Reading Coach and data presented at Stocktakes and TidBit Tuesdays (8/14, 8/21, 9/11, 9/25, 10/9, 10/23, 11/13, 11/27, 12/11, 1/8, 1/22, 2/12, 2/26, 3/12, 3/26, 4/9, 4/23, 5/14, 5/28) as needed. Specifically on 9/18/18 and 2/12/19 by the I-Ready representative. 4. GradeCam will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be provided on GradCam throughout the year with specific training on 8/21/18 by Justin Seabolt. 5. District formative assessments will be given every nine weeks in Reading. This will be overseen by the Reading Coach, Czipulis, and data presented at Stocktakes and TidBit Tuesdays as data shows a need. 6. Increase student data collection and reporting to increase response time and accuracy of intervention and tier 1 instruction. This will be done though both formative and summative data collection. This will be overseen by the Reading Coach, Czipulis, and data presented at Stocktakes . Professional development will be provided on formative assessment on 9/19/18 and 11/13/18 by the principal. Additional training as data shows a need. 7. Monitor the implementation of AVID/WICOR strategies in 2nd and 5th grades. This will be overseen by the Assistant Principal, Ortiz. Professional development will be provided on 10/15/18. All teachers in 2nd and 5th that did not attend the summer three day training will attend a district provided training on AVID strategies in October. 8. Provide professional development throughout the year to support the action steps above. To include but not limited to: GradeCam , DRA (as needed by Czipulis), IReady , formative assessment , AVID, Balanced Literacy, Guided Reading (10/15 by Czipulis), etc. Many of these professional development opportunities will be done during our Tidbit Tuesdays) as data reveals a need . This will be overseen by the Reading Coach, Czipulis, and data presented at Stocktakes (all dates and person responsible listed above). 9. ELL task force will monitor data and use data to assist teacher in implementing the best ELL strategies for their needs. This task force will be lead by the ECS and have a member from each grade level. The ECS will provide PD on 9/11 and the district will provide Sheltered training on 10/15.

Person Responsible Sara Czipulis (sara.czipulis@osceolaschools.net)

Plan to Monitor Effectiveness

Description

1. School Stocktake Model will take place every month to report progress to the Principal on the area of focus.
2. MTSS team will meet weekly to review data and adjust response for individual student's needs.
3. GradeCam reports will be used to drill down into specific data related to student mastery of essential standards.
4. Administrative feedback will be specific and actionable through I-Observe, Wednesday PLCs, data chats, and one on one conversations.
5. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus.
6. Principal Corbett will collect weekly formative data every Wednesday after weekly PLCs.
7. The leadership team will assist in collecting data on AVID implementation in grades 2nd and 5th through CWT that are discussed every Wednesday at 9am during the weekly leadership team meeting.
8. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.
9. Principals will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress the Area of Focus through the School Stocktake Model.

Person Responsible Karen Corbett (karen.corbett@osceolaschools.net)

Activity #3	
Title	Ensure high levels of learning for all students in Math.
Rationale	School-wide data for Math indicated that although we increased the amount of students proficient we need to focus on our lowest quartile students to include ESE and ELL. By improving our MTSS process, intervention curriculum and instruction, and facilitative Math instruction then student achievement will increase.
Intended Outcome	Overall school wide Math achievement data was at 59% proficient, an increase of 5% from the previous year. Lowest quartile Math data was at 50% proficient. ESE Math data was at 31% proficient and ELL students scored at 25% proficient. Mathematics achievement will increase to 65%, which will give us a 6% increase in student achievement. ESE and ELL will increase achievement to 35% proficiency.
Point Person	Deborah Tryzbiak (deborah.tryzbiak@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement Math Discourse and Math tasks in all classrooms. This will be overseen by the Math/Science Coach and data presented at Stocktakes (9/14, 10/10, 11/7, 12/5, 1/9, 2/6, 3/6, 4/3, & 5/1/2019). 2. Professional Development to increase capacity for the implementation of Math Discourse and Number Talks. This will be overseen by the Math Coach and data presented at Stocktakes. Specific training provided on 10/15 by Amanda Deright also by math coach on 12/11. 3. Implementation of small group instruction during math instruction for K-5. This will be overseen by the Math/Science Coach and data presented at Stocktakes. Training provided during Tidbit Tuesdays by Math coach. Specific dates to include pre-planning and 12/11. 4. Provide VE and ELL support teachers professional development opportunities. This will be done by the RCS and the ECS at least once per quarter. Specific dates to include the following for ELL 10/3 by ECS and 10/15 by district. 5. GradeCam will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. This will be overseen by the Math/Science Coach and data presented at Stocktakes. Professional development will be provided throughout the year with specific training on 8/21/18 by Justin Seabolt. 6. District formative assessments will be given every four and a half weeks in Math. This will be overseen by the Math Coach and data presented at Stocktakes. Professional development on the analysis of this data will be provided by the academic coaches on 9/27. 7. Increase student data collection and reporting to increase response time and accuracy of intervention and tier 1 instruction. This will be overseen by the Math Coach and data presented at Stocktakes. Professional development provided on Tidbit Tuesdays (8/14, 8/21, 9/11, 9/25, 10/9, 10/23, 11/13, 11/27, 12/11, 1/8, 1/22, 2/12, 2/26, 3/12, 3/26, 4/9, 4/23, 5/14, 5/28) as needed and specifically on 8/15 and 11/13 by principal and academic coaches. 8. Provide professional development and monitor the implementation of AVID/WICOR strategies in 2nd and 5th grades. This will be overseen by the Assistant Principal, Ortiz. All staff that did not attend the summer AVID training will attend a district sponsored training in October. 9. Provide additional professional development as needed to support action steps and based on leadership trend data from CWT to include those listed above and any others deemed necessary through Stocktakes and weekly leadership meetings. 10. ELL task force will monitor data and use data to assist teachers in implementing the

best ELL strategies for their needs. The ELL task force will be led by the ECS and will consist of a teacher from each grade level. They will meet the third Wednesday of each month (8/15, 9/19, 10/17, 11/14, 12/19, 1/16, 2/20, 3/27, 4/17, 5/15/2019).

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

Plan to Monitor Effectiveness

Description

1. School Stocktake Model will take place every month to report progress to the Principal on the area of focus.
2. MTSS team will meet weekly to review data and adjust response for individual student's needs.
3. GradeCam reports will be used to drill down into specific data related to student mastery of essential standards.
4. Administrative feedback will be specific and actionable through IObserve, PLCs, data chats, and one on one conversations.
6. Data will be collected through the leadership team CWT to establish trends and usage and discussed each Wednesday at 9am at the leadership team meetings.
6. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.
7. Principals will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress in the Area of Focus through the School Stocktake Model.

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

Activity #4	
Title	Ensure high levels of learning for all students in Science.
Rationale	School-wide data for Science indicated a decline in student learning. By improving our Science instruction, integrating Speed Bag instruction, and integrating Science into other content areas then student achievement will increase.
Intended Outcome	School-wide overall achievement was at 47% which was a decrease of 9% from the prior year. Science achievement will increase to 55%, which will give us an increase of 8%.
Point Person	Deborah Tryzbiak (deborah.tryzbiak@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Implement the curriculum Speedbags in grades 4th and 5th. This will be overseen by the Math/Science Coach and data presented at Stocktakes (9/14, 10/10, 11/7, 12/5, 1/9, 2/6, 3/6, 4/3, & 5/1/2019) . 2. Professional development provided to the teachers on Speedbags. This will be overseen by the Math/Science coach to ensure all teachers are trained. Initial training provided over the summer by the company. Additional training on 8/8 for all Science teacher not already trained. Training provided by J & J Education. 3. GradeCam will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. This will be overseen by the Math/Science Coach and data presented at Stocktakes. Professional development will be provided on GradCam throughout the year with specific training on 8/21/18 by Justin Seabolt. 4. Increase student data collection and reporting to increase response time and accuracy of intervention and tier 1 instruction. This will be overseen by the Math/Science Coach and data presented at Stocktakes. Training on formative assessment will be given by principal on 8/15 and 11/13. 5. Provide professional development and monitor the implementation of AVID/WICOR strategies in 2nd and 5th grades. This will be overseen by the Math/Science Coach and data presented at Stocktakes. All 2nd and 5th grade teachers that did not attend the summer AVID PD will attend a district sponsored training in October. 6. Provide 5th grade students with additional science instruction through the use of TPR. This will be done bi-weekly during PE. The lessons will be developed by the Math/Science coach and implemented by Shendok during block time. 7. ELL task force will monitor data and use data to assist teacher in implementing the best ELL strategies for their needs. The ELL task for will be overseen by the ECS and will consist of a teacher from each grade level. They will meet the third Wednesday of each month(8/15, 9/19, 10/17, 11/14, 12/19, 1/16, 2/20, 3/27, 4/17,5/15/2019).
Person Responsible	Deborah Tryzbiak (deborah.tryzbiak@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. School Stocktake Model will take place every month to report progress to the Principal on the area of focus.(9/14, 10/10, 11/7, 12/5, 1/9, 2/6, 3/6, 4/3, & 5/1/2019) 2. GradeCam reports will be used to drill down into specific data related to student mastery of essential standards. This will be done during weekly PLCs and by the math/science coach who will then provide the data during the weekly leadership meeting at 9am on Wednesdays. 3. Formative assessments will be collected and action steps developed based on data. This will be done by the principal after she collects the formative tracking sheets every Wednesday after PLCs.

4. Administrative feedback will be specific and actionable through IObserve, PLCs, data chats, and one on one conversations.
5. Data will be collected through the leadership team CWT to establish trends and usage. Data will be presented each week during the leadership meeting at 9am on Wednesdays.
6. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.
7. Principals will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress in the Area of Focus through the School Stocktake Model.

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

Activity #5	
Title	Strengthen the MTSS process to ensure that the learning needs of tier 2 and tier 3 students are met.
Rationale	School-wide data for ELA and Math in our lowest quartile growth indicate a decline in student learning. By improving our MTSS process, intervention curriculum and instruction, and tier 1 instruction then student achievement will increase.
Intended Outcome	ELA Lowest quartile will increase from 51% to 58% and Math Lowest quartile will increase from 50% to 58%. Specific attention to ELL and ESE students.
Point Person	Sara Czipulis (sara.czipulis@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. NSGRA will be used in grades K-2 for all students and DRA 3-5 (lowest performing students only) for the purpose of assessing, analyzing, reflecting and revising plans for individual student's needs. This will be overseen by the Academic Coach and data presented at MTSS meetings, Stocktakes (9/14, 10/10, 11/7, 12/5, 1/9, 2/6, 3/6, 4/3, & 5/1/2019) , and grade level meetings. Data will be collected through the leadership team CWT to establish trends. 2. IReady instructional profile report will be used in grades K-5 to address the instructional needs for all students. This will be overseen by the Reading Coach and data presented at Stocktakes and TidBit Tuesdays (8/14, 8/21, 9/11, 9/25, 10/9, 10/23, 11/13, 11/27, 12/11, 1/8, 1/22, 2/12, 2/26, 3/12, 3/26, 4/9, 4/23, 5/14, 5/28) as needed. Specifically on 9/18/18 and 2/12/19 by the I-Ready representative. 3. Increase student data collection and reporting to increase response time and accuracy of intervention. This will be overseen by the Academic Coach and data presented at MTSS meetings, Stocktakes, and grade level meetings. Principal will collect formative ddata trackers weekly after Wednesday PLCs. 4. VE teachers will use Corrective Reading 3-5 and Reading Mastery K-2 during intervention time. Do the Math will be used during Math intervention time. This will be done each week by the VE teachers and overseen by the RCS and Reading Coach. 5. All students in the lowest 25% will receive Corrective Reading during intervention time for Reading and Do the Math during Math intervention time. Training provided to the teachers on this by district. This will be monitored by the academic coaches. 5. ELL paras will use Language Power to work with the NES students during iii. This will be done weekly and will be overseen by the ECS and Reading Coach. 6. Staff will receive professional development on Tier 2 intervention throughout the year with a focus on "Taking Action" by Mike Mattos. This will be overseen by the Academic Coach and principal. Data will be collected through the leadership team CWT to establish trends. 7. The leadership team will complete a book study on "Taking Action" by Mike Matos.
Person Responsible	Sara Czipulis (sara.czipulis@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. School Stocktake Model will take place every month to report progress to the Principal on the area of focus. (9/14, 10/10, 11/7, 12/5, 1/9, 2/6, 3/6, 4/3, & 5/1/2019) 2. MTSS team will meet weekly to review data and adjust response for individual student's needs. 3. GradeCam reports will be used to drill down into specific data related to student mastery of essential standards.

4. Administrative feedback will be specific and actionable through IObserve, data chats, PLCs, and one on one conversations.
5. Leadership team will monitor for trends during CWT. Data will be presented weekly during Leadership meetings at 9am on Wednesdays.
6. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.
7. Principals will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress the Area of Focus through the School Stocktake Model.

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

Activity #6

Title	Strengthen the process of identifying student needs and providing the appropriate interventions.
Rationale	Research shows that responding to individual student needs through a multi-tiered support system of support will improve student achievement.
Intended Outcome	The percentage of students in the lowest quartile showing learning gains will increase by 3%.
Point Person	Mernise Juste (justemer@osceola.k12.fl.us)

Action Step

Description	The problem solving team/MTSS Coach/Guidance Counselor will meet with teachers, bi-weekly to discuss the academic needs of students including intervention and extension of learning.
Person Responsible	Mernise Juste (justemer@osceola.k12.fl.us)

Plan to Monitor Effectiveness

Description	<ul style="list-style-type: none">-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.-School Stocktake Model will take place monthly or bi-monthly to report progress to the Principal on the Area of Focus.
Person Responsible	Mernise Juste (justemer@osceola.k12.fl.us)

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.

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, teachers, and students?

The team meets once a month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing instructional capacity, and making decisions about implementation.

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:

\$7,826.98