

School District of Osceola County, FL

Thacker Avenue Elementary For International Studies



2018-19 Schoolwide Improvement Plan

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Thacker Avenue Elementary For International Studies

301 N THACKER AVE, Kissimmee, FL 34741

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	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	88%

School Grades History

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

School Board Approval

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

SIP Authority

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

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Thacker Avenue Elementary School for International Studies will guarantee a culture of rigorous, team-centered learning for ALL.

Provide the school's vision statement.

Ensure high levels of learning for all students at Thacker Avenue Elementary School for International Studies.

School Leadership Team

Membership

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

Name	Title
Tavarez-De La Fuentes, Yara	Principal
Hoevenberg, Jennifer	Instructional Coach
Dabney, Wendi	Instructional Coach
Jimenez, Sussy	Instructional Coach
Ziegler, Elizabeth	Instructional Coach
Shaw, Christine	Instructional Media
Patel Kashan, Hiraly	Instructional Coach
Kane, David	Assistant Principal

Duties

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

Tavarez-De La Fuentes, Yara - Principal: Lead the school staff to reflect on student data during the Professional Learning Communities and identify next steps to meet the needs of all students.

Kane, David - Assistant Principal: Support the Principal and all school initiatives to ensure student success and increase teacher leaders.

Hoevenberg, Jennifer - Mentor/ Instructional Coach: Support new teachers, model instructional strategies and promote the use of research-based best practices.

Dabney, Wendi - Math/ Science Instructional Coach: Provide continuous support and professional development for teachers in the area of mathematical practices and science.

Jimenez, Sussy - Literacy Instructional Coach: Provide continuous support and professional development for teachers in the area of reading and writing.

Ziegler, Elizabeth - IB/PYP Instructional Coach: Support standards-based planning for the IB

Programme of Inquiry.

Shaw, Christine - Instructional Media Specialist: Provide continuous opportunities to increase grade level literature in the hands of students as well as support students' research skills.

Patel, Hiraly - Mentor/ Instructional Coach: Support new teachers and model instructional research-based strategies and best practices.

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	36	21	25	24	22	18	0	0	0	0	0	0	0	146
One or more suspensions	6	1	5	2	8	6	0	0	0	0	0	0	0	28
Course failure in ELA or Math	0	0	0	37	3	5	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	31	43	24	0	0	0	0	0	0	0	98

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	0	0	11	14	9	0	0	0	0	0	0	0	37

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	0	1	0	4	0	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	6	12	9	16	21	18	0	0	0	0	0	0	0	82

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	28	23	15	16	25	15	0	0	0	0	0	0	0	122
One or more suspensions	5	6	3	10	11	9	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	72	77	65	0	0	0	0	0	0	0	214

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	0	14	26	14	0	0	0	0	0	0	0	58

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	28	23	15	16	25	15	0	0	0	0	0	0	0	122
One or more suspensions	5	6	3	10	11	9	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	72	77	65	0	0	0	0	0	0	0	214

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	0	14	26	14	0	0	0	0	0	0	0	58

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 component that performed the lowest was FSA Math Lowest 25th Percentile. This is not a trend at our school.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline was FSA ELA Lowest 25th Percentile. This is not a trend at our school.

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

The data component that had the biggest gap when compared to the state average was FSA Math Learning Gains.

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

The data component that showed the most improvement was FSA Math Achievement.

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

We now have a dedicated coach to support math teachers and math instruction.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	47%	51%	56%	49%	52%	52%
ELA Learning Gains	54%	54%	55%	51%	55%	52%
ELA Lowest 25th Percentile	41%	46%	48%	36%	50%	46%
Math Achievement	49%	54%	62%	45%	53%	58%
Math Learning Gains	45%	56%	59%	53%	56%	58%
Math Lowest 25th Percentile	34%	42%	47%	36%	49%	46%
Science Achievement	43%	51%	55%	45%	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	36 (28)	21 (23)	25 (15)	24 (16)	22 (25)	18 (15)	146 (122)
One or more suspensions	6 (5)	1 (6)	5 (3)	2 (10)	8 (11)	6 (9)	28 (44)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	37 (0)	3 (0)	5 (0)	45 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	31 (72)	43 (77)	24 (65)	98 (214)

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	43%	51%	-8%	57%	-14%
	2017	41%	53%	-12%	58%	-17%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	40%	48%	-8%	56%	-16%
	2017	50%	50%	0%	56%	-6%
Same Grade Comparison		-10%				
Cohort Comparison		-1%				
05	2018	42%	50%	-8%	55%	-13%
	2017	39%	48%	-9%	53%	-14%
Same Grade Comparison		3%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	48%	51%	-3%	62%	-14%
	2017	34%	56%	-22%	62%	-28%
Same Grade Comparison		14%				
Cohort Comparison						
04	2018	39%	53%	-14%	62%	-23%
	2017	52%	55%	-3%	64%	-12%
Same Grade Comparison		-13%				
Cohort Comparison		5%				
05	2018	46%	52%	-6%	61%	-15%
	2017	38%	49%	-11%	57%	-19%
Same Grade Comparison		8%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	36%	49%	-13%	55%	-19%
	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	33	51	35	27	37	25	40				
ELL	38	52	46	39	42	36	16				
BLK	45	41		40	41		50				
HSP	44	53	41	46	44	37	34				
WHT	59	69		68	51		79				
FRL	46	53	43	45	45	33	37				
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	12	50	50	12	31	33	13				
ELL	23	50	65	26	52	58	15				
BLK	42	74	62	41	56	36	40				
HSP	40	58	64	40	58	51	28				
WHT	65	51		59	67		76				
FRL	36	55	61	35	54	49	33				

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Ensure high levels of learning for all students focused on Standards-Based instruction in ELA.
Rationale	According to Hattie and Marzano's research, when teachers collaborate and reflect on professional practices during authentic collaborative teams then student achievement and growth will increase. Learning targets must focus on standards while using instructional strategies, instructional practices and monitor evidence of student learning.
Intended Outcome	1) TAESIS goal is for FSA ELA gains to increase to at least 60%. 2) TAESIS goal is for FSA ELA lowest 25th percentile to increase to at least 60%
Point Person	Sussy Jimenez (sussy.jimenez@osceolaschools.net)
Action Step	
Description	Teachers will meet during PLC meetings to work on standards-based planning with support from coaches and a representative from Learning Sciences International (LSI) to improve planning routines and executing standards-based lessons. LSI will provide professional development, focused training, and support services to teachers as well as the school leadership team. LSI will facilitate half day planning sessions in Refining Student Center Planning, Engaging Productive Teams, and Building Team Ownership. ELL task force will support the accurate placement of ELL students in their Power Hour Intervention groups with strategically selected teachers to meet the language and content needs of the students. School-based coaches will support teachers in turn keying professional development they have attended specific to their grade levels. Kindergarten through second grade teachers will share the Jan Richardson's Next steps Guided Reading professional development by the end of October during the PLC meetings in order to gather current data on students reading levels. This will facilitate creating small guided reading groups based on their current state of performance. PLC and lead teachers in grades 3-5 will turnkey information from Ready writing resources and close reading/writing ACT now to all other teacher in the grade level during PLC meetings. Ready writing training will provide on grade-level anchor text in order to continuously challenge our students to think critically using text evidence support.
Person Responsible	Sussy Jimenez (sussy.jimenez@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Teachers will reflect during PLC meetings and review results of common formative assessments and other data to determine next steps for student success. Teacher reflection of teaching strategies, learning targets, and desired effects will be aligned and support the adjustments of standards-based planning. Review results of data cycles based on Rigor Walks results quarterly. Monthly Stocktake meetings with Leadership Team and person in charge of area of focus using LSI standards and trend trackers. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	David Kane (david.kane@osceolaschools.net)

Activity #2	
Title	Ensure high levels of mathematics and Science standards-based learning achievement for all students.
Rationale	If students at TAESIS obtain a solid conceptual understanding, a high degree of procedural skill and fluency, they will be able to apply the math they know to solve problems inside and outside of the math classroom. Math instruction must focus on the mathematical shifts to reflect the skills and knowledge students will need to succeed in college, career, and life. 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	1) TAESIS goal is for FSA Mathematics gains to increase to at least 60%. 2) TAESIS goal is for FSA Mathematics lowest 25th percentile increase to at least 60%. 3) Student learning gains will increase by 3% in the area of math and proficiency levels in science will increase by 3%.
Point Person	Wendi Dabney (wendi.dabney@osceolaschools.net)
Action Step	
Description	During grade level team meetings, teachers will work together to identify the essential math standards and secure year-long standards mapping. Teachers will align targets and proficiency scales to grade level appropriate tasks. Teachers will meet during PLC meetings for standards-based planning with support from a lead team member. LSI coaches will provide professional development, training, and support services in school leadership coaching throughout the year, Refining Student-Centered Planning, Engaging Productive Teams and Building Team Ownership. PLC and lead teachers in grade 3-5 will turnkey information from math standards training in the grade level during PLC meetings. Math training will focus on creating standards driven proficiency scales and analyzing test specifications to ensure essential standards are the focus of instruction. ELL task force will ensure that students are given opportunities to show their learning through various ESOL strategies supporting the four domains of language. 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 Science focus to increase student achievement.
Person Responsible	Wendi Dabney (wendi.dabney@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Monthly Stocktake meetings with leadership team and person in charge of focus will lead reflection on math common formative assessment results. LSI Standards Tracker will help empower teachers to quickly track student performance during the lesson and will support them in verifying student learning. Utilize an LSI Trend Tracker to closely monitor student learning. Perform quarterly Rigor Walks with data presentations in order to identify baseline conditions and determine next steps for implementing support structures to impact teaching and learning. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model. 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 David Kane (david.kane@osceolaschools.net)

Activity #3	
Title	Strengthen Professional Learning Communities (PLC) will secure collaborative processes to ensure all student needs are met.
Rationale	Collaborative processes will increase teacher understanding of standards-based instruction through the PLC process to increase student achievement. Through sharing of best practices, and strategies teachers will be able to provide students with rigorous teaching and learning.
Intended Outcome	1) TAESIS goal is for FSA ELA proficiency increase to at least 50% 2) TAESIS goal is for FSA Mathematics proficiency to increase to at least 52%
Point Person	Sussy Jimenez (sussy.jimenez@osceolaschools.net)
Action Step	
Description	<p>Lead team will attend grade level PLC's and co-facilitate the PLC process to focus on Tier 1 data. Lead team members will continuously meet with PLC leads and team. They will reflect on current the PLC practices based on the 7 stages of PLC process with a focus on critical question # 1 - What will the student be able to learn? There will be a focus on data to drive instructional decisions by utilizing Gradecam, common formatives and running records. During PLC meetings staff will determine how and when students will be assessed and identify instructional strategies to focus on. Teachers will also analyze tasks and focus on critical question #2 - How will we know when students get it or not? Lead team members will provide immediate actionable feedback to refocus instruction. We will work on understanding classroom climate, teacher/student relationships and the collaborative process between teachers. We will provide opportunities for all grade levels to view Global PLC PD videos and reflect on their current practices. Additional funding will be allocated to compensate teachers an extra hour on Wednesday to extend PLC planning time. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model. All Grade Level Teams will meet every Wednesday in the Center of Inquiry guided by grade level PLC leads with the support of lead team members. Agendas and minutes will be reviewed weekly by lead team support and feedback will be provided to grade level PLC lead. Continuously ask teams to reflect on the 7 stages of PLC. Develop grade specific goals on what steps to take to move to the next stage. Provide opportunities for all grade levels to view Global PLC PD videos and reflect on their current practices. TAESIS PLC Members of the Guiding Coalition are as follows: *Schoowide PLC leads: DeLaFuentes(Principal), Kane(AP) and Jimenez(Literacy Coach) *Grade level PLC Leads: VPK/DeLaFuentes, KG/Ziegler, Gr1/ Ziegler, Gr2/Dabney, Gr3/Kane, Gr4/Jimenez and Gr5/DeLaFuentes. Every staff on campus will be part of a PLC group including ASD teachers, VE teachers, RCS, Guidance Counselor, Speech Pathologist, and Block teachers.</p>
Person Responsible	Sussy Jimenez (sussy.jimenez@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Teachers will follow the grade specific standards/assessment calendars (What do we expect our students to learn?) Data will be collected using SMART goal data trackers in one central location

(OneNote) and Gradecam so that student progress is closely monitored. (How will we know they are learning?) Data walls will be visible to the school community in the literacy coach's office to serve as a reflection tool to focus on learning and take action to support student growth during Stocktake and MTSS PLC Meetings. (How will we respond when they don't learn and How will we respond if they already know it?) Admin will provide feedback on lesson plans and during classroom walkthroughs. Admin will also hold data chats with staff using the iReady quadrant forms to collect data: September-Performance Analysis, and December- Performance and Growth Analysis as well as determine next steps. Common formatives will guide identification of enrichment and intervention opportunities aligning key personnel and resources. Monthly Stocktake meetings will support the monitoring of student performance. Lead team will reflect on the effectiveness and outcomes from the weekly PLC grade level meeting agendas and minutes. Students will monitor their own learning using proficiency scales created and provided by teachers. Coaches and administrators will provide immediate coaching of teachers in the classrooms during class visits and identify quality evidence of student work that support standards-based tasks.

Person Responsible David Kane (david.kane@osceolaschools.net)

Activity #4	
Title	Alignment of targeted MTSS resources will ensure that we meet the needs of all students.
Rationale	There is a great need for rigorous instruction in the classrooms to guarantee students' reach academic achievement and show learning gains. It is crucial that student current level of performance is targeted with research-based instructional resources and trained personnel.
Intended Outcome	Teachers will closely monitor student evidence of learning. Classroom common formative assessments will be used regularly to ensure learning for all students, including our English language learners and students with disabilities. Students not showing evidence of learning the standards and who are below grade level will be strategically included using specific materials to address their needs during the grade level power hour to ensure they respond to interventions and individual enrichment opportunities.
Point Person	Sussy Jimenez (sussy.jimenez@osceolaschools.net)
Action Step	
Description	Teachers will be trained by Learning Sciences International (LSI) to support coaches to transform core instruction and leadership practices which will lead to student learning. Continuously communicate the vision of PLCs for lesson planning and monitoring student progress. Provide tiered support to administrators, coaches, PLC leads, grade level chairs, teacher leaders and classroom teachers. Teachers will be trained throughout the year in specific grade level strategies and content provided by district coaches and supported by school-based coaches. Spreadsheet's of Individual grade level groups will show placement of students for flexible grouping, resources to be used and area of instructional focus. Grade level will review common formative assessments, MTSS data, master schedule of Power Hour interventions, and ensure flexible grouping is followed with fidelity. MTSS Guidelines will be shared with all teachers. MTSS Binders are prepared for each teacher to facilitate the gathering of key documentation.
Person Responsible	Sussy Jimenez (sussy.jimenez@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Various data will be collected and analyzed to measure successful implementation of aligned resources. Leadership team will meet regularly and establish the expectation of regularly analyzing data based on benchmark timelines. Students one to two years below grade level in Grades 3-5 will be monitored through the use of Corrective Reading on a weekly basis. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	David Kane (david.kane@osceolaschools.net)

Activity #5	
Title	Ensure high levels of learning for our ESE and ELL students.
Rationale	In order to increase proficiency of ELLs and ESE students, there will be continuous collaboration between VE teachers, ESOL Educational Specialist, coaches and regular classroom teachers for lesson planning, instructional practices and monitoring of student performance during Professional Learning Community meetings. Targeted research-based ELL and ESE resources will be made available to all staff members for immediate use in their daily lessons of instruction.
Intended Outcome	1) TAESIS goal is for ELA achievement for ESE students to increase to at least 43%. 2) Mathematics proficiency for ESE students will increase to at least 37%. 3) ELA proficiency for ELL students will increase to at least 48%. 4) Mathematics proficiency for ELL students will increase to at least 49%.
Point Person	Wendi Dabney (wendi.dabney@osceolaschools.net)
Action Step	
Description	Research-based ELL strategies when planning and sharing of practices during PLCs. Conduct ongoing data chats with teachers and lead team closely monitoring ESE and ELL students. In order to increase proficiency of ELLs and ESE students, there will be continuous collaboration between VE teachers, ESOL Educational Specialist, coaches and regular classroom teachers for lesson planning, instructional practices and monitoring of student performance during Professional Learning Community meetings.
Person Responsible	Wendi Dabney (wendi.dabney@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Provide specific feedback on the implementation of collaborative lesson delivery, learning targets and ELL/ESE support with differentiated instruction. Review PLC agendas, common formative assessment results, calendars and lesson plans incorporating research-based strategies for ESE and ELL students. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	David Kane (david.kane@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	David Kane (david.kane@osceolaschools.net)
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	Sussy Jimenez (sussy.jimenez@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	-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	Sussy Jimenez (sussy.jimenez@osceolaschools.net)

Activity #7	
Title	Increase access to recreational, arts, and cultural experiences for low-income students and families and increase parent involvement.
Rationale	Our school population continues to need exposure to recreational and cultural experiences due to income barriers. Additionally, this impacts parent involvement, necessitating additional outreach on behalf of the schools to secure family involvement in school activities.
Intended Outcome	We will increase attendance at family engagement events by 3%.
Point Person	David Kane (david.kane@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. In order to better advertise parent events, we will notify parents through Remind and social media of schools events prior to events occurring. Flyers will be sent home with students in English and Spanish. 2. All staff will regularly encourage parent and student participation in after-school events. 3. Staff will use phone and meeting logs to track parent contact with staff. 4. Presenters will ensure that parent events are informative and accessible to families. Bilingual support will be provided for Spanish speaking families. 5. Leadership team will ensure that all family engagement events have a chosen coordinator for organization and contact.
Person Responsible	David Kane (david.kane@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ul style="list-style-type: none"> -School Stocktake Model will take place monthly to report progress in this area, -Principals will update Assistance Superintendent of Curriculum during their monthly check-ins. -Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress in this area of focus. -Quarterly review of all parent and family engagement night activities for attendance and success.
Person Responsible	David Kane (david.kane@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and out Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the

development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Positive Behavior Interventions & Supports (PBIS) and Restorative Practice trainings have been scheduled through the use of Title IV funds. The school district has also added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To support the transition of our VPK students to elementary, the school district scheduled an one-hour orientation prior to the 1st-5th grade open house specifically to welcome and help with the transition of VPK 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.

A MTSS protocol is in place which gives teachers a set of guidelines and resources with a targeted schedule to monitor reading and math diagnostics as well as growth monitoring assessments.

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:

\$196,682.11