# Flora Ridge Elementary School



## 2018-19 Schoolwide Improvement Plan

## Table of Contents

# Flora Ridge Elementary School

## 2900 DYER BLVD, 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 | No | 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 | 89% |

## School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| Grade | D | 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.**

Inspiring all students to reach their highest potential.

**Provide the school's vision statement.**

To create an environment of high expectations where all learners achieve their full potential.

### School Leadership Team

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

| Name | Title |
|---|---|
| Merritt, Tracey | Assistant Principal |
| Hodges, Pete | Principal |
| McFarland, Wendi | Instructional Coach |
| Martin, Heather | Instructional Coach |
| Barnes, Ashley | School Counselor |
| Morales, Rosani | School Counselor |
| Vazquez, Vanessa | Teacher, K-12 |
| Barbour, Emily | Teacher, K-12 |
| Wolferd-Ramirez, Joanne | Instructional Coach |

**Duties**

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

The leadership team at Flora Ridge consists of Principal, Peter Hodges; Assistant Principal, Tracey Merritt; Literacy Coach, Heather Martin; Math/Science Coach, Wendi McFarland; School Counselors, Rosani Morales and Ashley Barnes; Teacher Mentors, Emily Barbour and Vanessa Vazquez; and ESOL Specialist, Joanne Wolferd. The instructional coaches mentor and support teachers with instructional strategies, analyzing data, and intervention decision-making related to their specific content area. Instructional coaches also provide targeted professional development to content area teachers and are the point person for accountability to the leadership team. School Counselors provide social and emotional support to students and assist staff with creating a healthy, safe environment for learning. The leadership team includes a teacher leader who is the point person for the PLC process at the school. This teacher will receive extensive training to support the PLC process schoolwide, assisting team to function effectively. Included in the team are two teacher leaders that will serve as teacher mentors to new teachers on staff. The ESOL specialist provides guidance to the team pertaining to the ELL task force.The principal and assistant principal reviews lesson plans, evaluates instructional staff, and oversees all instructional practices and resource decisions at the school.

The entire leadership team frequently visits classrooms, meets with individual teachers and (PLC's) Professional Learning Communities to monitor and assess student progress. The leadership team

meets weekly to review data and make decisions impacting students schoolwide. Through the stocktake process, the leadership team will meet monthly to assess progress toward SIP goals. Flora Ridge will have five areas of focus during the 2018-19 school year: Literacy Achievement, Math Achievement, MTSS (Multi- Tier System of Support) process, PLC (Professional Learning Committee) process, and an ELL (English Language Learner) Task Force. The point person for each focus area will provide data and specific problem solving topics to be discussed monthly. Through this process instructional leaders will practice shared decision making for school improvement.

## 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 | 43 | 26 | 26 | 19 | 30 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 176 |
| One or more suspensions | 6 | 4 | 6 | 5 | 14 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |
| Course failure in ELA or Math | 0 | 0 | 7 | 26 | 8 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 61 | 114 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 250 |

**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 | 4 | 8 | 20 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |

**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 | 1 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

**Date this data was collected**
Tuesday 7/17/2018

### Year 2016-17 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 22 | 1 | 10 | 8 | 8 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| One or more suspensions | 3 | 5 | 5 | 10 | 18 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |
| Course failure in ELA or Math | 0 | 0 | 0 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 37 | 27 | 34 | 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 | 0 | 1 | 1 | 5 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |

**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 | 22 | 1 | 10 | 8 | 8 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| One or more suspensions | 3 | 5 | 5 | 10 | 18 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |
| Course failure in ELA or Math | 0 | 0 | 0 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 37 | 27 | 34 | 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 | 0 | 1 | 1 | 5 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |

## 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?**

Scores significantly declined in all areas of Literacy.Overall, ELA scores showed the lowest in ESE achievement, ELL achievement, lowest quartile, learning gains and proficiency. From 2017 ESE achievement declined by .9%, ELL achievement declined by 7.6%, lowest quartile declined by 22%, learning gains declined by 13%, and proficiency declined by 7%. This declining trend indicates a need to strengthen literacy in multiple areas. Tier one literacy instruction, as well as, literacy interventions need to be enhanced to meet the needs of all learners schoolwide. The MTSS process needs to be a focus for the 2018 school year incorporating strategies for core instruction and interventions at tier 2 and tier 3.

**Which data component showed the greatest decline from prior year?**

In 2017, Literacy learning gains for the lowest quartile was reported at 55%. However in 2018 Literacy learning gains for the lowest quartile declined to 33%. This is a significant drop of 22% for the lowest quartile. This decline for the lowest quartile in literacy was the greatest decline from the prior year. As our school moves forward, the MTSS process for monitoring this group will be a focus of the leadership team. Interventions will need to be conducted with fidelity with progress monitoring checks frequently. Multiple data points will be collected fand analyzed by literacy interventionist, content coaches and the leadership team to ensure continuous improvement.

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

The largest data component gap compared to the state average was in Math Learning Gains and Math Lowest quartile Achievement. For the current year, school data for Math Learning gains was reported at 42% compared to the state at 59%. School data for Math lowest quartile learning gains was reported at 36% compared to the state at 47%. Both of these areas showed the same gap of 17%. This gap indicates a need for math interventions to be in place for students, as well as, math core content taught to the rigor of the standard within tier one instruction. Professional Learning Communities will focus on creating common formative assessments to monitor math progress more frequently with the assistance of the math instructional coach.

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

Every area in Literacy and Math show a decline in scores. The data component that declined the least was ESE Achievement in Literacy. In this area, there was a decline of .9%. However, this component was weak in 2017. In 2017, ESE Literacy Achievement was at 7.9% declining to 7.0% in 2018. This data component indicates a need for more collaboration between the regular education teacher and the ESE teacher to ensure ESE students are exposed to and expected to meet grade level expectations in Literacy. General education teachers must be aware of IEP goals for each student and close, frequent monitoring by the classroom teacher, ESE teacher, and leadership team will be in place to ensure continuous progress.

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

This area did not show improvement. Every area showed a decline in scores. This data component showed the smallest decline overall from 2017 to 2018. To enhance the improvement in this data component IEP goals will be closely monitoring by the general education teacher, ESE teacher and leadership team to ensure continuous growth in Literacy. For the 2018 school year, an ESE Resource Room will be used to provide extra intervention time targeting on a focused skill to close the achievement gap and move ESE students closer to grade level proficiency.

**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 | 41% | 51% | 56% | 47% | 52% | 52% |
| ELA Learning Gains | 40% | 54% | 55% | 58% | 55% | 52% |
| ELA Lowest 25th Percentile | 33% | 46% | 48% | 67% | 50% | 46% |
| Math Achievement | 45% | 54% | 62% | 44% | 53% | 58% |
| Math Learning Gains | 42% | 56% | 59% | 52% | 56% | 58% |
| Math Lowest 25th Percentile | 36% | 42% | 47% | 44% | 49% | 46% |
| Science Achievement | 43% | 51% | 55% | 56% | 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 | 43 (22) | 26 (1) | 26 (10) | 19 (8) | 30 (8) | 32 (10) | 176 (59) |
| One or more suspensions | 6 (3) | 4 (5) | 6 (5) | 5 (10) | 14 (18) | 26 (21) | 61 (62) |

## EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 7 (0) | 26 (37) | 8 (0) | 4 (0) | 45 (37) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 61 (37) | 114 (27) | 75 (34) | 250 (98) |

**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 | 38% | 51% | -13% | 57% | -19% |
| | 2017 | 46% | 53% | -7% | 58% | -12% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 32% | 48% | -16% | 56% | -24% |
| | 2017 | 38% | 50% | -12% | 56% | -18% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | -14% | | | | |
| 05 | 2018 | 35% | 50% | -15% | 55% | -20% |
| | 2017 | 39% | 48% | -9% | 53% | -14% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | -3% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 42% | 51% | -9% | 62% | -20% |
| | 2017 | 54% | 56% | -2% | 62% | -8% |
| Same Grade Comparison | | -12% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 37% | 53% | -16% | 62% | -25% |
| | 2017 | 53% | 55% | -2% | 64% | -11% |
| Same Grade Comparison | | -16% | | | | |
| Cohort Comparison | | -17% | | | | |
| 05 | 2018 | 40% | 52% | -12% | 61% | -21% |
| | 2017 | 47% | 49% | -2% | 57% | -10% |
| Same Grade Comparison | | -7% | | | | |
| Cohort Comparison | | -13% | | | | |

| 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 | 22 | 35 | 27 | 25 | 26 | 23 | 20 | | | | |
| ELL | 30 | 37 | 34 | 35 | 36 | 27 | 12 | | | | |
| ASN | 39 | 44 | | 57 | 44 | | | | | | |
| BLK | 37 | | | 25 | | | | | | | |
| HSP | 38 | 40 | 34 | 43 | 41 | 38 | 37 | | | | |
| WHT | 55 | 44 | | 60 | 50 | 45 | 67 | | | | |
| FRL | 31 | 38 | 35 | 36 | 34 | 27 | 41 | | | | |
| 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 | 10 | 41 | 44 | 23 | 36 | 36 | | | | | |
| ELL | 32 | 50 | 59 | 47 | 60 | 56 | 30 | | | | |
| ASN | 65 | | | 71 | | | | | | | |
| BLK | 48 | 38 | | 62 | 44 | | | | | | |
| HSP | 42 | 53 | 56 | 54 | 57 | 48 | 54 | | | | |
| WHT | 63 | 50 | | 63 | 64 | | | | | | |
| FRL | 40 | 47 | 52 | 52 | 51 | 41 | 58 | | | | |

## 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** | Literacy Achievement |
| **Rationale** | All Literacy scores declined in all areas in 2018. Of concern, learning gains for the lowest quartile declined by 22%. This was the largest decline in a data component. When analyzing the third diagnostic data for IReady Spring 2018, a large percentage of each grade level was performing below grade level ending the school year.(Below grade level: Kinder 28%, First 39%, Second 46%, Third 40%, Fourth 70%, Fifth 66%) A strategic focus needs to be placed on literacy core instruction (tier 1) and interventions (tier 2 & 3). Teachers need strategies and resources to target instruction to meet the individual needs of ALL students. The lack of a frequently monitored system of support (MTSS) and of highly trained personnel to serve students requiring literacy interventions led to the lack of learning gains in the lowest quartile. Ensure high levels of learning for all students in literacy (SDOC Strategy 1A) |
| **Intended Outcome** | With new structures put into place, growth and learning gains will be achieved at all levels. We predict ELA Achievement for ESE will grow from 7.0% to 20%, ELA Achievement for ELL will grow from 14.7% to 25%, ELA lowest quartile will grow from 33% to 58%, ELA learning gains will grow from 40% to 55%, and ELA Proficiency from 34.5% to 50%. The achievement gap will begin to close as students are engaged in systematic intervention programs and core content instruction is aligned to the rigor of the literacy standard. Students in the bottom quartile will make considerable learning gains with the correct intervention and a skilled teacher. |
| **Point Person** | Heather Martin (heather.martin@osceolaschools.net) |
| Action Step | |
| **Description** | 1. Prior to the beginning of the school year, an intervention plan was developed to include specific and clear instructions on the placement of students into intervention groups. The Intervention plan consists of resources for each tier, directions for using each resource, and guidelines on student placement. Curriculum will be selected based on the targeted needs of students as evidence by multiple assessments. This plan will be referenced at each monthly MTSS meeting with grade levels. <br> 2. Students will be assessed three times a year to determine instructional reading levels until it is evidenced they are considered a fluent reader (grades K-3). In addition, checklists, running records (weekly), fluency checks and IReady diagnostic testing will be conducted three times a year: Fall, Winter & Spring. <br> 3. Teachers and paraprofessionals will provide interventions for Enrichment, Tier 1, Tier 2, and Tier 3. <br> 4. A highly trained literacy interventionist using Corrective Reading or Early Interventions in Reading will work with students daily during Triple I that need to show the most growth to close the achievement gap. <br> 5. Technology will be intentionally integrated into instructional practices to enhance engagement, provide immediate feedback and formative assessment and allow students access technology as a learning tool using resources such as IReady and GradeCam. <br> 6. Professional Development will be offered to enhance AVID strategies to support tier 1 instruction through writing to process learning, leveled questioning, engagement through collaboration, organizing materials, time and thoughts and critical reading strategies during monthly faculty PLCs. AVID professional development will be provided by the AVID Site team at the school during class release time, as well as, training offered through AVID Center in the local area. These strategies will continue to be monitored and strengthened through walkthroughs with feedback, modeling by coaches and teachers, and schoolwide decision making by the AVID Site Team based on data collected by the grade level teams. |

7. Individual teacher data chats will be conducted with the leadership team three times during the year (Fall, Winter & Spring) to ensure teachers have guidance pertaining to instructional choices made for individual students. Data chats are also an opportunity for the leadership to be involved in the monitoring of specific students and recognize grade level or content specific trends across the school.

8. Weekly meetings with individual teachers and Professional Learning Communities (PLC's) will provide the evidence needed by the Literacy Point Person to assess the effectiveness of the school Literacy plan and provide feedback to the Stocktake team to make schoolwide decisions.

9. Two teacher mentors will be utilized to model for teachers, conference with teachers concerning lesson development and support teachers with resource choice and instructional best practices in the area of Literacy grades K-5.

**Person Responsible**   Heather Martin (heather.martin@osceolaschools.net)

| Plan to Monitor Effectiveness |
| --- |

**Description**

The Literacy Achievement area of focus will be monitored through the Stocktake team. This team consists of administration and a point person for each area of Focus. For Literacy, the instructional coach, Heather Martin, will collect data pertaining to literacy using IReady, FSA, running records, leveled reader assessments, fluency checks and PLC created formative assessments. Literacy progress will be assessed monthly. Categories to assess progress include quality of planning, capacity to drive progress, evidence of progress and overall likelihood of success. Each category will be rated to get an "at a glance" picture of current areas of challenge. The Stocktake team, led by the principal will problem solve issues to provide support and resources where needed to address the achievement gap. Tracey Merritt, Assistant Principal will be responsible for ensuring all stakeholders have the what is needed to meet the school's Literacy Achievement goals.

The School Stocktake team will meet monthly to report progress to the principal. Pete Hodges, principal, will update Assistant Superintendent of Curriculum, Dr. Jane Respess, during their monthly check ins. Pete Hodges, principal, will update the Chief of Staff, Dr. Scott Fritz, and Assistant Superintendent, Dr. Jane Respess once a quarter on progress of the Areas of Focus through the Stocktake Model.

**Person Responsible**   Tracey Merritt (tracey.merritt@osceolaschools.net)

| Activity #2 | |
|---|---|
| **Title** | Math and Science Achievement |
| **Rationale** | Math and Science scores declined in 2018. In the area of Science, the school was at 43% proficiency compared to the district at 51% and the state at 55%. Of concern, math learning gains for the lowest quartile & overall math learning gains both showed a gap of 17% compared to state data. Analyzing the third diagnostic data for IReady Spring 2018, a large percentage of each grade level was performing below grade level ending the school year.(Below grade level: Kinder 30%, First 39%, Second 53%, Third 43%, Fourth 50%, Fifth 53%) A strategic focus needs to be placed on mathematics core instruction (tier 1) and interventions (tier 2 & 3). The lack of a frequently monitored system of support (MTSS), resources identified to meet the needs of struggling learners and time allotted to provide interventions are problematic. Ensure high levels of mathematics achievement for all students (SDOC Strategy 1B) |
| **Intended Outcome** | In the area of Science proficiency, Science will increase by 3%. With new structures put into place for math interventions, growth and learning gains will be achieved at all levels. We predict Math learning gains for the lowest quartile will increase from 36% to 50% and overall Math learning gains will increase from 42% to 60%, Math Achievement for ELL will grow from 24.7% to 24%, Math proficiency will increase from 39.5% to 57%,and Math Achievement for ESE will grow from 11.8% to 30%. The achievement gap will begin to close as students are engaged in systematic intervention programs and core content instruction is aligned to the rigor of the literacy standard. Students in the bottom quartile will make considerable learning gains with the correct intervention and a skilled, trained teacher. |
| **Point Person** | Wendi McFarland (mcfarlaw@osceola.k12.fl.us) |
| Action Step | |
| **Description** | 1. Prior to the beginning of the school year, a mathematics intervention plan was developed to include specific and clear instructions on the placement of students into intervention groups. The Intervention plan consists of resources for each tier, directions for using each resource and guidelines on student placement. Curriculum will be selected based on the targeted needs of students as evidence by multiple assessments. Curriculum choices and instructional decisions will be guided by the school's Math Coach. <br> 2. Math and Science formative assessment will be on-going throughout the school year. Students will be assessed through PLC and district created assessments, checklists, fluency checks, Tenmarks and IReady diagnostic testing three times a year. Assessments will be analyzed by PLCs and Math Coach to monitor effectiveness of instruction. Coaching support will be offered by the Math/Science Coach. <br> 3. Teachers will provide interventions for Enrichment, Tier 1, Tier 2, and Tier 3 in math and science. Math tier 2 interventions will occur within the 60 mins of math instruction by grade level math teachers and tier 3 interventions will occur outside of the math block using an interventionist, math coach or trained para during a PE wavier. Science interventions will be provided through "House of Science" and Science Boot Camp. <br> 4. Technology will be intentionally integrated into instructional practices to enhance engagement, provide immediate feedback and formative assessment and allow students access technology as a learning tool using resources such as TenMarks, IReady and GradeCam. <br> 5. Professional Development will be offered to enhance AVID strategies to support tier 1 instruction through writing to process learning, leveled questioning, engagement through collaboration, organizing materials, time and thoughts and critical reading strategies. AVID professional development will be provided by the AVID Site team at the school during class |

release time, as well as, training offered through AVID Center in the local area. These strategies will continue to be monitored and strengthened through walkthroughs with feedback, modeling by coaches and teachers, and schoolwide decision making by the AVID Site Team based on data collected by the grade level teams.

6. Individual teacher data chats will be conducted with the leadership team three times during the year to ensure teachers have guidance pertaining to instructional choices made for individual students. Data chats are also an opportunity for the leadership to be involved in the monitoring of specific students and recognize grade level or content specific trends across the school.

7. Weekly meetings with individual teachers and Professional Learning Communities (PLC's) will provide the evidence needed by the Mathematics Point Person to assess the effectiveness of the school Mathematics plan and provide feedback to the Stocktake team to make schoolwide decisions.

8. Two teacher mentors will be utilized to model for teachers, conference with teachers concerning lesson development and support teachers with resource choice and instructional best practices.

| **Person Responsible** | Wendi McFarland (mcfarlaw@osceola.k12.fl.us) |
|---|---|

### Plan to Monitor Effectiveness

**Description**

The Mathematics Achievement area of focus will be monitored through the Stocktake team. This team consists of administration and a point person for each area of Focus. For Mathematics, the instructional coach, Wendi McFarland, will collect data pertaining to mathematics using IReady, FSA, TenMarks , fluency checks and PLC and District created formative assessments. Mathematics progress will be assessed monthly. Categories to assess progress include quality of planning, capacity to drive progress, evidence of progress and overall likelihood of success. Each category will be rated to get an "at a glance" picture of current areas of challenge. The Stocktake team, led by the principal will problem solve issues to provide support and resources where needed to address the achievement gap. Tracey Merritt, Assistant Principal will be responsible for ensuring all stakeholders have the what is needed to meet the school's Mathematics Achievement goals.

The School Stocktake team will meet monthly to report progress to the principal. Pete Hodges, principal, will update Assistant Superintendent of Curriculum, Dr. Jane Respess, during their monthly check ins. Pete Hodges, principal, will update the Chief of Staff, Dr. Scott Fritz, and Assistant Superintendent, Dr. Jane Respess once a quarter on progress of the Areas of Focus through the Stocktake Model.

| **Person Responsible** | Tracey Merritt (tracey.merritt@osceolaschools.net) |
|---|---|

| Activity #3 | |
|---|---|
| **Title** | ELL Task Force |
| **Rationale** | Of the 1,011 students at Flora Ridge, 619 students are considered English Languagae Learners. Flora Ridge Elementary has one of the highest number of ELL students in the Osceola County School District. ELL (English language learners) come to school with specific academic needs, in addition to a unique background, cultural experiences, language proficiency and attitude toward school. Effective schools recognize and respect these factors and differentiate and adjust instruction and school environment to meet the needs of their students' needs. This year ELL Literacy achievement fell from 22.3% to 14.7%, ELL Math achievement fell from 36.3% to 24.7%. |
| **Intended Outcome** | Flora Ridge Elementary is dedicated to the educational, social and emotional development of our English Language Learners. Students and parents of ELL students will notice an increased comfort level, evidenced by Climate Surveys, at the school with this year's theme "Passport to Learning". Family involvment of English Language Learners will increase this school year as an emphasis to inclusion of diversity is intentionally promoted schoolwide. With attention to the ELL population this school year, ELL Literacy achievement will move from 14.7% to 25% and ELL Math achievement will move from 24.7% to 40% for 2019. |
| **Point Person** | Joanne Wolferd-Ramirez (joanne.wolferdramirez@osceolaschools.net) |
| Action Step | |
| **Description** | 1. The ELL Vertical PLC, led by our ESOL Education Specialist, will meet monthly to review data focused around our ELL students. This data will include leveled reading data, IReady reading and math, Tenmarks, WIDA- ACESS for ELL's and data collected during interventions. This ELL Vertical PLC will be considered the ELL Task Force. This team will problem solve issues that is indicated in collected data and work to promote a welcoming environment for ELL students and their families. Collaboration between the ESOL Specialist, classroom teacher and ESOL para will be important to maintain acadeic growth in this population. <br> 2. In the Fall 2018,with the support of EES (ESOL Educational Specialists) school level support personnel, teachers will be able to analyze ACCESS data from WIDA assessment from the 2018 Spring administration. Teachers will be aware of language acquisition proficiency for each student and understand how to modify instruction to best meet the needs of English Language Learners. <br> 2. Assigning grades to ELL students can be a challenge as teachers are teaching grade level content in addition to assisting students with acquiring the English language. Teachers will receive training prior to the first report card period on best practices of evaluating and monitoring ELL student's academic progress, as well as the most effective instructional strategies to use with ELL students to yield the highest learning gains. <br> 3. The lack of academic vocabulary in student population impedes comprehension and hinders academic progress in all content areas. A focus on academic vocabulary through direct instruction, academic word banks and academic language stems will be prevalent throughout the school, with a particular focus on the ELL sheltered classrooms. Information will be shared by our EES through the Vertical PLC at each monthly meeting to be shared with grade levels on increasing academic vocabulary for ELL students. In addition, these students will be exposed to content vocabulary during interventions that students will encounter in upcoming units as a preview/preteaching of grade level content. Our EES will work with the Title 3 and ESOL paras on strategies to enhance language aquistion and vocabulary building during interventions. <br> 4. Language Power, or other language acquisition curriculum, will be used with NES (Non English Speaking)students during intervention time during the school day until some |

language is acquired and an academic level can be assessed to more appropriately place a student for remediation or enrichment.

5. School staff will be exposed to Cultural Awareness trainings/activities during schoolwide and small group professional development in order to develop a growth mindset toward English Language Learners. This training will be conducted by guidance counselors and EES.

6. An intentional focus to involve ELL students' families in Community nights, SAC participation and PTO participation will be a priority of the ELL task force and school leadership team. Targeted phone calls and flyers will be sent out by the ELL Vertical PLC to address the needs of English Language Learners.

| **Person Responsible** | Joanne Wolferd-Ramirez (joanne.wolferdramirez@osceolaschools.net) |
|---|---|

## Plan to Monitor Effectiveness

**Description**

The English Language Learner Task Force area of focus will be monitored through the Stocktake team. This team consists of administration and a point person for each area of Focus. For the ELL Task Force, the school ESOL Specialist, Joanne Wolferd, will collect data pertaining to ELL students through schoolwide content area data collection practices, such as, IReady, FSA, TenMarks, school based assessments and student and parent surveys. Other areas of focus would include the collection of behavior/discipline data, attendance data and classroom grades. Categories to assess progress include quality of planning, capacity to drive progress, evidence of progress and overall likelihood of success. Each category will be rated to get an "at a glance" picture of current areas of challenge. The Stocktake team, led by the principal will problem solve issues to provide support and resources where needed to address the achievement gap. Tracey Merritt, Assistant Principal, will be responsible for ensuring all stakeholders have the what is needed to meet the school's ELL Task Force goals.

The School Stocktake team will meet monthly to report progress to the principal. Pete Hodges, principal, will update Assistant Superintendent of Curriculum, Dr. Jane Respess, during their monthly check ins. Pete Hodges, principal, will update the Chief of Staff, Dr. Scott Fritz, and Assistant Superintendent, Dr. Jane Respess once a quarter on progress of the Areas of Focus through the Stocktake Model.

| **Person Responsible** | Tracey Merritt (tracey.merritt@osceolaschools.net) |
|---|---|

| Activity #4 | |
|---|---|
| **Title** | Multi Tier System of Support |
| **Rationale** | According to John Hattie's meta-analysis on the MTSS process, an effectively functioning MTSS process at a school will have an effect size of 1.29. The MTSS process is for all students, not just struggling students. A continuous focus on the "response to interventions" and making adaptations and modifications will impact student achievement due to frequent monitoring and reflection on instructional practices. If teaching is occurring and the students are not learning, we as a school must first look at the instructional practice, curriculum, and environment prior to concluding it is an individual student problem. Instructional practice, curriculum and environment will be modified and student growth will be closely monitored to ensure the specific needs of all student will be met. |
| **Intended Outcome** | The Multi Tier System of Support process and the Professional Learning Community process work in conjunction. Teachers and school leaders will reflect- how do I know my impact? How will I know supports are working? The outcome of this reflection, the frequent monitoring, high quality teaching and choice of targeted curriculum will result in closing of the achievement gap and the overall growth of all student achievement in proficiency and learning gains (Tiers 1, 2 & 3). Math proficiency is projected to be at 57% with math learning gains at 60%. Literacy proficiency is projected to be at 50% and literacy learning gains at 55%. In addition, through analysis of schoolwide data, gifted identification and service will be increased from 1.5% to 3% of the school population. Currently 17 students are identified gifted, this will increase to at least 30 students. |
| **Point Person** | Ashley Barnes (ashley.barnes@osceolaschools.net) |

| Action Step | |
|---|---|
| **Description** | 1. Prior to the beginning of the school year, an intervention plan was developed to include specific and clear instructions on the placement of students into intervention groups. The Intervention plan consists of resources for each tier, directions for using each resource and guidelines on student placement. Curriculum will be selected based on the targeted needs of students as evidence by multiple assessments. MTSS grade level/content teams will meet monthly to analyze data and make instructional decisions for students with the Assistant Principal and MTSS Coach/School Counselor.
2. Students will be assessed three times a year to determine instructional reading levels until it is evidenced they are considered a fluent reader- Level N Next Steps to Guided Reading (grades K-3). In addition, checklists, running records, fluency checks and IReady diagnostic testing will be conducted three times a year for Literacy. For mathematics, formative assessment will be on-going throughout the school year. Students will be assessed through PLC and district created assessments, checklists, fluency checks, Tenmarks and IReady diagnostic testing three times a year (fall, Winter & Spring)
3. Teachers and paraprofessionals will provide interventions for Enrichment, Tier 1, Tier 2, and Tier 3 using research based curriculum.
4. Technology will be intentionally integrated into instructional practices to enhance engagement, provide immediate feedback and formative assessment and allow students access technology as a learning tool using multiple resources.
5. Professional Development will be offered to enhance AVID strategies to support tier 1 instruction through writing to process learning, leveled questioning, engagement through collaboration, organizing materials, time and thoughts and critical reading strategies. AVID professional development will be provided monthly by the AVID Site team at the school during class release time, as well as, training offered through AVID Center in the local area. These strategies will continue to be monitored and strengthened through walkthroughs with feedback, modeling by coaches and teachers, and schoolwide decision making by the |

AVID Site Team based on data collected by the grade level teams.

6. Monthly MTSS meetings will be held with grade level teams to monitor the effectiveness of interventions (remediation and enrichment). Adjustments will be made accordingly. These meeting will provide the evidence needed by the MTSS Point Person to assess the effectiveness of the school's MTSS School Improvement Plan goal. and provide feedback to the Stocktake team to make schoolwide decisions.

7. 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.

8. A Literacy Interventionist with extensive training on providing interventions (Leveled Literacy Interventions and Corrective Reading) for struggling students, will be used to target the most struggling students.

9. Individual teacher data chats will be conducted with the leadership team three times during the year to ensure teachers have guidance pertaining to instructional choices made for individual students. Data chats are also an opportunity for the leadership to be involved in the monitoring of specific students and recognize grade level or content specific trends.

| **Person Responsible** | Ashley Barnes (ashley.barnes@osceolaschools.net) |
|---|---|

## Plan to Monitor Effectiveness

**Description**

The Multi-Tier System of Support area of focus will be monitored through the Stocktake team. This team consists of administration and a point person for each area of Focus. For MTSS, the school counselor, Ashley Barnes, will collect data pertaining to MTSS through schoolwide content area data collection practices, such as, IReady, FSA, and TenMarks. Other areas of focus would include the collection of behavior data, timeliness of students moving their tiered instruction and completion of paperwork from all stakeholders of the MTSS process. Categories to assess progress include quality of planning, capacity to drive progress, evidence of progress and overall likelihood of success. Each category will be rated to get an "at a glance" picture of current areas of challenge. The Stocktake team, led by the principal will problem solve issues to provide support and resources where needed to address the achievement gap. Tracey Merritt, Assistant Principal will be responsible for ensuring all stakeholders have the what is needed to meet the school's Mathematics Achievement goals.

The School Stocktake team will meet monthly to report progress to the principal. Pete Hodges, principal, will update Assistant Superintendent of Curriculum, Dr. Jane Respess, during their monthly check ins. Pete Hodges, principal, will update the Chief of Staff, Dr. Scott Fritz, and Assistant Superintendent, Dr. Jane Respess once a quarter on progress of the Areas of Focus through the Stocktake Model.

| **Person Responsible** | Tracey Merritt (tracey.merritt@osceolaschools.net) |
|---|---|

| Activity #5 | |
|---|---|
| **Title** | Professional Learning Communities |
| **Rationale** | Strengthen collaborative processes to ensure that the learning needs of all students are met, with the PLC Action Plan embedded within the action steps and monitoring (SDOC Strategy 1E) The PLC process focuses on three big ideas: Focus on learning, collaborative culture and collective responsibility and focus on results. When PLC's meeting are focused on focused on student outcome and team members are working together collaboratively to provide continuous growth for students, it will have a dramatic impact on student success. According to Dr. Hattie's work PLC work with teams has a .93 effect size on student learning. With this type of impactful outcome, teams must work collaboratively to grow our students. The assessment of grade level PLC stages at the end of last year showed one team at a stage 5, four teams at a stage 4, and one team at a stage 3. |
| **Intended Outcome** | The outcome of effective Professional Learning Communities will be student growth and the closure of the achievement gap in all content areas. Additionally, our PLC stages goal would be to move ALL our grade level teams to a stage 5 of Analyzing Student Learning. Through effectively run Professional Learning Comminities, teams would be working to plan by analyzing standards, create common formative assessment and reflect and adjust instruction to meet the needs of all learners. The team will work collaboratively to positively impact student learning across the grade level, content area and special populations (ELL, ESE, etc). |
| **Point Person** | Vanessa Vazquez (vanessa.vazquez@osceolaschools.net) |
| Action Step | |
| **Description** | 1. For effective Professional Learning Communities to have the expected outcome on student academic gains, a culture of collaboration must be fostered at the school. This collaborative culture is expected between the leadership team and teachers, between staff members, and among the parents and students. Team building activities will be built into all team meetings as a model to build relationships with students and parents. Healthy, supportive relationships within the PLC allow members to trust each other to take risks, try new strategies and grow as educators. Time will be set aside for building relationships among all stakeholders on the school campus at each PLC meeting.<br>2. Collaboration time through Wednesday afternoons, grade level planning and periodic class release will be set aside for teams. Time will be built into the calendar for grade level and content PLC's to meet, Vertical PLC's by content to meet, as well as schoolwide PLC's to meet to discuss data at all levels. When "All Means All", teachers will realize their impact to not only the students in their classroom, but also students at their entire school. PLCs will be lead by selected teachers and montiored and supported by members of the leadership team.<br>3. To support the growth of PLCs that analyze data and reflect on instructional practices, Learning Sciences International (LSI) will meet with grade level and content areas. LSI will provide professional development during preplanning and twice throughout the school year on standards deconstruction and task alignment with the standard. This will allow teachers to answer all four PLC questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? and How will we respond if they already know it?<br>4. Professional Development will be conducted throughout the year to build shared knowledge of an effectively run PLC, GradeCam, and Standards Based Grading to strengthen PLC conversations within teams. This training will be provided by LSI, district and school instructional coaches.<br>5. PLC leads will meet with PLC Point Person monthly to assess and reflect on PLC needs |

and progress. Professional Development will be given as needed to PLC Leads based on feedback, including Microsoft Teams training by the Media Instructional Technology Department.

6. Formative Assessments will be given frequently throughout units of study to inform instruction. Teams will create, implement and analyze data for each unit of study. GradeCam assist teams with collecting and analyzing data.

7. LSI (Learning Science International) will provide training at least bi-weekly to school instructional coaches and school administration pertaining to effective coaching and instructional decisons made to support PLC's and enhance student learning.

| **Person Responsible** | Tracey Merritt (tracey.merritt@osceolaschools.net) |
|---|---|

### Plan to Monitor Effectiveness

**Description**

The Professional Communities area of focus will be monitored through the Stocktake team. This team consists of administration and a point person for each area of Focus. For Professional Learning Communities, the PLC Lead, Vanessa Vazquez, will collect data pertaining to PLC effectiveness through collecting data pertaining to The Seven Stages of PLC Teams, observation data from PLC meetings and feedback from PLC Leads. Categories to assess progress include quality of planning, capacity to drive progress, evidence of progress and overall likelihood of success. Each category will be rated to get an "at a glance" picture of current areas of challenge. The Stocktake team, led by the principal will problem solve issues to provide support and resources where needed to address the goal of achieving effective PLC use at the school. Tracey Merritt, Assistant Principal will be responsible for ensuring all stakeholders have the what is needed to meet the school's Professional Learning Community goal.

The School Stocktake team will meet monthly to report progress to the principal. Pete Hodges, principal, will update Assistant Superintendent of Curriculum, Dr. Jane Respess, during their monthly check ins. Pete Hodges, principal, will update the Chief of Staff, Dr. Scott Fritz, and Assistant Superintendent, Dr. Jane Respess once a quarter on progress of the Areas of Focus through the Stocktake Model.

| **Person Responsible** | Tracey Merritt (tracey.merritt@osceolaschools.net) |
|---|---|

## Part IV: Title I Requirements

**Additional Title I Requirements**

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

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

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and out Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

**PFEP Link**

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

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

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

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

To support the transition of Pre-K students to elementary, the school district scheduled a one-hour open house prior to the K-5 elementary students specifically for the welcome and transition of Pre-K students to their elementary school.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/ Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

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 students.

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.

AVID (Advancement Via Individual Determination) will be implemented schoolwide for the 2018-19 school year. All teachers will be trained on this college readiness program. AVID's mission is the close the achievement gap by preparing all students for college readiness and success in a global society. Leadership, Systems, Culture and Instruction at the school is focus on creating Successful Students that will achieve currently in elementary school, secondary school and at post-secondary institutions.

## Part V: Budget

| | |
|---|---:|
| **Total:** | **$335,073.75** |