

School District of Osceola County, FL

# Central Avenue Elementary School



## 2018-19 Schoolwide Improvement Plan

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## Central Avenue Elementary School

500 W COLUMBIA AVE, Kissimmee, FL 34741

[www.osceolaschools.net](http://www.osceolaschools.net)

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

### 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.

Central Avenue Elementary School will collaborate to positively impact all students academically and socially which will promote college and career readiness in our culturally diverse community.

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

Central Avenue Elementary School students will be the top performing students in the School District of Osceola County.

### School Leadership Team

#### Membership

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

Name	Title
Bynum, Rachel	Assistant Principal
Fuller, Courtney	Instructional Coach
Derstine, Brandi	Instructional Technology
Priester, Jessica	Other
Winston, Nadia	Principal
Kowalski, Melissa	Instructional Coach
Kincade, Sabrina	Instructional Coach

#### Duties

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

The principal (Nadia Winston) and the assistant principal (Rachel Rosenbaum) are both responsible for the school stocktake, will monitor the SIP and receive monthly reports and give feedback. Both administrators also coach 2-3 teachers every 2 weeks on the most recent instructional technique from our LSI work using the "Plan, Do, Observe, Act" coaching model. In addition, we provide feedback on the evaluation tool in a timely manner to inform instruction and in turn, positively effect teaching and learning.

Courtney Fuller is the instructional alignment coach. Her responsibilities specifically include but are not limited to overseeing our PLC process twice a week by being present at each one as the PLC Leads facilitate the meeting. During that time, she ensures that teachers are using the proper instructional strategies and also implementing our LSI "Igniting the Core" techniques that we are trained on throughout the year by Leslie Frick with LSI. She also reports on the 7 Stages PLC Rubric 3 times per year and helps the teachers move through the 7 Stages of PLC by providing them with success criteria for each one and then next steps to continuously take their PLC to the next level. Mrs. Fuller is also our AVID site coordinator and coaches 3-4 teachers every 2 weeks on the most recent instructional technique from our LSI work using the "Plan, Do, Observe, Act" coaching model.

Brandi Derstine is the technology integration coach. She specifically oversee's any technology that is

being implemented into our instruction. Our 3-5 teachers have 1-to-1 devices so she ensures that our teachers are using that technology in order to impact student achievement. More specifically, she helps the teachers use their LSI trackers in order to track student progress. She gives trainings throughout the year and also ensures that the Leadership Team is using our Growth Tracker and Trend Tracker (both part of the LSI Trackers) to perform our walkthroughs and "Look and Learns." This all helps teachers implement the specific LSI Techniques and then also be tracked by the Leadership Team to guide our coaching. Ms. Derstine also coaches 3-4 teachers every 2 weeks on the most recent instructional technique from our LSI work using the "Plan, Do, Observe, Act" coaching model.

Jessica Priester is our MTSS Coach. Her specific duties include but are not limited to overseeing the MTSS process for the entire school. She collects student data from each iii group once per week to track student progress and make sure they are responding positively to the intervention they are being provided. She also leads the Problem Solving Team meetings weekly to go over student data and concerns depending on the data she collects from the teachers. Dr. Priester is also responsible for training teachers on using the Corrective Reading Curriculum and screening students for the program to ensure that they are at the appropriate level based on their need. The ESOL Compliance Specialist and Resource Compliance Specialist also both report to her on specific English Speakers of Other Languages and Exceptional Education Student data on a monthly basis to inform the stocktake process for Focus Area 4. Dr. Priester also coaches 3-4 teachers every 2 weeks on the most recent instructional technique from our LSI work using the "Plan, Do, Observe, Act" coaching model.

Melissa Kowalski if our Math/Science Coach. Her specific responsibilities include but are not limited to overseeing math and science instruction throughout the whole school. She attends PLC's twice per week to ensure that teachers have the correct resources and are using appropriate strategies depending on their learning target and success criteria for the particular lessons they are planning. She also created the curriculum for the STEM Lab that is on the block wheel for kindergarten through fifth grade. This is to ensure science competency in all grades and ultimately ensure that when our 5th graders take the Science FCAT test they are proficient. Mrs. Kowalski also coaches 3-4 teachers every 2 weeks on the most recent instructional technique from our LSI work using the "Plan, Do, Observe, Act" coaching model.

Literacy Coach. Her specific responsibilities include but are not limited to overseeing English and Language Arts (ELA)/ Reading instruction throughout the whole school. She attends PLC's twice per week to ensure that teachers have the correct resources and are using appropriate strategies depending on their learning target and success criteria for the particular lessons they are planning. She also oversees the implementation of reading intervention curriculum and ELA curriculum for Kindergarten through 5th grades. This is to ensure ELA competency in all grades and ultimately ensure that when our students take ELA assessments including the FSA, they are proficient. The literacy coach will also coaches 3-4 teachers every 2 weeks on the most recent instructional technique from our LSI work using the "Plan, Do, Observe, Act" coaching model.

Sabrina Kincade is our Behavior Coach. Her specific responsibilities include but are not limited to overseeing the PBIS process school wide. She ensures that expectations are explicitly taught and are posted throughout the school in the appropriate areas. She also ensures that Zones of Regulation is explicitly taught to ensure that students become aware of their feelings and can calm down before the commit an act against the Student Code of Conduct. She also leads the 3 self-contained EBD units to make sure that grade level instruction is being taught and the environment in each of these classrooms is conducive to learning. She also performs walkthroughs to help coach teachers on specific management strategies to ensure optimal instruction at all times. Mrs. Kincade also coaches 3-4 teachers every 2 weeks on the most recent instructional technique from our LSI work using the "Plan, Do, Observe, Act" coaching model.

## 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	38	61	56	39	44	32	0	0	0	0	0	0	0	270
One or more suspensions	0	0	15	19	10	34	0	0	0	0	0	0	0	78
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	0	36	31	0	0	0	0	0	0	0	67

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	6	10	8	15	0	0	0	0	0	0	0	39

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	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	8	9	17	14	24	0	0	0	0	0	0	0	72

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	31	33	22	17	21	16	0	0	0	0	0	0	0	140
One or more suspensions	9	3	5	17	9	5	0	0	0	0	0	0	0	48
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	16	37	37	0	0	0	0	0	0	0	90

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	1	7	12	7	0	0	0	0	0	0	0	28

### 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	31	33	22	17	21	16	0	0	0	0	0	0	0	140
One or more suspensions	9	3	5	17	9	5	0	0	0	0	0	0	0	48
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	16	37	37	0	0	0	0	0	0	0	90

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	1	7	12	7	0	0	0	0	0	0	0	28

## 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 is our ELA. We saw no growth from one year to the other in the area of ELA proficiency (39% 2016-17 FSA and 39% 2017-18). We also saw a double digit drop in the ELA lowest quartile achievement (from 78% 2016-17 to 55% 2017-18). Although we did see gains in our ESE subgroup (double digits) and ELL subgroup, overall this area needs attention.

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

Our ELA lowest quartile saw the greatest decline with a loss of 23 percentage points from the previous year. Other data components showed little gains in the area of ELA from early in the year to the end of the school year.

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

The ELA data component has the biggest gap when compared to the state data at this time is our ELA component. With a total proficiency percentage at 39%, we are far below the state average in this area.

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

We saw the most gains in our Math achievement. We saw learning gains in mathematics, double digit math growth in our lowest quartile, Math ESE subgroup gains and Math ELL subgroup gains. Our ESE subgroups also saw the greatest gains with ELA gains in the ESE subgroup at double digit gains (23%). Math lowest quartile group saw the most improvement (16% gains). In general the ESE subgroup saw the most gains overall with double digit gains in ELA ESE and Math ESE (17%).

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

There was an a strategic intervention plan in place for mathematics overall. This included extra time allocated for math intervention. There was also a strategic intervention plan in place for our ESE

students in particular (which was the subgroup that saw consistent gains in ELA and Math). Each student IEP and specific needs were examined and intervention time outside of the academic reading and math time was allocated to target student gaps. This double dose approach with ESE students assisted in allowing students to access the general Ed curriculum as well as assisting in closing the gap for the students. Also, an overall plan to increase the rigor in lessons was implemented to assist student academic data.

### 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	39%	51%	56%	41%	52%	52%
ELA Learning Gains	55%	54%	55%	55%	55%	52%
ELA Lowest 25th Percentile	55%	46%	48%	51%	50%	46%
Math Achievement	46%	54%	62%	38%	53%	58%
Math Learning Gains	61%	56%	59%	48%	56%	58%
Math Lowest 25th Percentile	61%	42%	47%	66%	49%	46%
Science Achievement	55%	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	38 (31)	61 (33)	56 (22)	39 (17)	44 (21)	32 (16)	270 (140)
One or more suspensions	0 (9)	0 (3)	15 (5)	19 (17)	10 (9)	34 (5)	78 (48)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (16)	36 (37)	31 (37)	67 (90)

### 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	26%	51%	-25%	57%	-31%
	2017	36%	53%	-17%	58%	-22%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2018	30%	48%	-18%	56%	-26%
	2017	33%	50%	-17%	56%	-23%
Same Grade Comparison		-3%				
Cohort Comparison		-6%				
05	2018	39%	50%	-11%	55%	-16%
	2017	33%	48%	-15%	53%	-20%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		6%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	30%	51%	-21%	62%	-32%
	2017	52%	56%	-4%	62%	-10%
Same Grade Comparison		-22%				
Cohort Comparison						
04	2018	49%	53%	-4%	62%	-13%
	2017	44%	55%	-11%	64%	-20%
Same Grade Comparison		5%				
Cohort Comparison		-3%				
05	2018	44%	52%	-8%	61%	-17%
	2017	37%	49%	-12%	57%	-20%
Same Grade Comparison		7%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	49%	49%	0%	55%	-6%
	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	26	42	42	37	55	50					
ELL	26	53	63	37	60	55	32				
BLK	49	54		53	70		69				
HSP	37	57	59	40	57	58	48				
WHT	26	50		58	54						
FRL	37	55	57	46	63	63	54				
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	4	69	75	24	47						
ELL	29	57	83	46	55	57	30				

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
BLK	34	41		45	40						
HSP	38	56	85	49	59	52	42				
WHT	47	70		67	70						
FRL	38	53	78	49	55	43	41				

### 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	
<b>Title</b>	Strengthen collaborative processes to ensure that the learning needs of all students are met.
<b>Rationale</b>	When examining our student achievement data, we saw no growth from last year to this year in the area of ELA (remaining well below 50% proficiency- 39%). We saw little learning gains in ELA (1%), and a drastic drop in ELA lowest quartile gains (-23%). We also saw a drop in Math achievement (-6%). This data proves that there is a critical need to examine instructional practice at the Tier I level and examine the process to assess where students are with respect to the essential standards, and to intervene and reteach as necessary to ensure a guaranteed and viable curriculum within all grade levels. Hattie's research states that the effect size of well-executed Professional Learning Communities (PLC) on student achievement is $d=0.93$ (2009). Well-executed PLCs will generate engaging instruction with embedded high-yield instructional strategies. We have selected to work on strengthening our collaborative processes to allow for teachers to examine instruction in a collaborative process, plan instruction and plan intervention based on formative assessment data. Also, through the collaborative process, teachers will analyze data to drive future instruction, intervention, and enrichment.
<b>Intended Outcome</b>	By the end of the 2018-19 the percentage of the PLCs performing at a stage 5 or higher will increase from 67% to 100%. Subsequently, student achievement and learning gains in ELA will increase to 49% (ach) and 61% (gains.) Also, student achievement and learning gains in Math to 57% (ach) and 65% (gains.) Also, student achievement and learning gains will increase by 10% in all subgroups.
<b>Point Person</b>	Courtney Fuller (courtney.fuller@osceolaschools.net)
<b>Action Step</b>	
Collaborative teaming professional development will be conducted throughout the year to build shared knowledge in PLC processes. First, our PLC Leads (facilitators) will be initially trained on July 31st to ensure their understanding of their role and the responsibilities necessary to strengthen the collaborative process throughout the school year. The curriculum alignment coach (Courtney Fuller) will implement the trainings and monitor facilitator implementation of the structures throughout the year. Ms. Fuller will also coach/assist all facilitators by taking part in every meeting weekly. Facilitators will meet with Ms. Fuller quarterly. Administration and curriculum resource team will attach to one or more grade level PLC to monitor the planning and examine trends for instruction through gathering walkthrough data to inform next steps (per the stock-take process).	
<b>Description</b>	Next, all new teachers will be trained on August 1st and during initial PLC meetings during pre-planning. This will allow for all teams to be up and running as school begins and for planning for the first week of school to be done in a collaborative manner. Training will be implemented by the curriculum alignment coach.  Differentiated professional development will be delivered to each PLC team derived from "7 Stages" data and subsequent student achievement data on a quarterly basis. Our PLC school lead will provide the professional development in a differentiated manner based on the "7 Stages" data and subsequent student achievement data.  Collaborative teams will meet 3 times per week to engage in PLC processes ( every 1st through 4th Wednesday during the school day and after school- extended planning Wednesday evenings will take place on a rotational Wednesday, and varying days based

on teacher team selection to equal three times weekly). The collaborative planning process will yield the following qualitative and quantitative data (as collected by our school PLC leader/curriculum alignment coach):

1. 100% of individual teams will create and implement common formative assessments weekly.
2. 100% of individual teams will demonstrate implementation of collaboratively planned lessons 80% of the time.
3. 100% of individual teams will analyze common formative assessment data weekly via the LSI Standards Tracker.
4. 50% of teams will adapt instruction based on data monthly.
5. 50% of teams will engage in lesson studies quarterly.

A PLC Guiding Coalition will be formed to oversee the PLC processes. This coalition will examine achievement of qualitative and quantitative SMART goals. Celebrations will take place with monthly recognition and model instructional strategies will be recognized through micro-teaching opportunities.

**Person Responsible** Courtney Fuller (courtney.fuller@osceolaschools.net)

#### Plan to Monitor Effectiveness

**Description** PLC 7 Stages Rubric with success criteria will be used to measure the progress of PLC teams 3 times per year. Both qualitative and quantitative data will be collected to inform monthly Stocktake ratings. School Stocktake model will take place monthly to report progress to the principal on this area of focus. Principals will update Assistant Superintendents of Curriculum during monthly check-ins.

**Person Responsible** Rachel Bynum (rachel.bynum@osceolaschools.net)

Activity #2	
<b>Title</b>	Strengthen Tier 1 instruction in ELA to increase student literacy achievement.
<b>Rationale</b>	<p>When examining our student achievement data, we saw no growth from last year to this year in the area of ELA (remaining well below 50% proficiency/ at 39%). We saw little learning gains in ELA (1%), and a drastic drop in ELA lowest quartile gains (-23%). This data proves that there is a critical need to examine instructional practice at the Tier I level and examine the process to assess where students are with respect to the essential standards, and to intervene and reteach as necessary to ensure a guaranteed and viable curriculum within all grade levels. Hattie's research states that the effect size of Teacher Clarity (clear learning targets, success criteria and tasks aligned to the target) on student achievement is <math>d = .75</math>. Also, the effect size of Classroom Discussion (Partner, team, and whole class collaborative discussions) on student achievement is <math>d = .82</math>. By focusing on our ELA Tier I instruction with Implementation of optimal instructional strategies, we will strengthen Tier 1 instruction and subsequently literacy achievement.</p>
<b>Intended Outcome</b>	<p>Overall ELA FSA proficiency will increase from 39% to 49%.</p> <p>By May 2019</p> <p>K-75% of students will be reading at a Fountas and Pinnell Level D or above an i-Ready scaled score of 396.</p> <p>1st-75% of students will be reading at a Fountas and Pinnell Level J or above an i-Ready scaled score of 458.</p> <p>2nd-75% of students will be reading at a Fountas and Pinnell Level M or above an i-Ready scaled score of 513.</p> <p>3rd-75% of students will be reading at a Fountas and Pinnell Level P or above an i-Ready scaled score of 545.</p> <p>4th-75% of students will be reading at a Fountas and Pinnell Level S or above an i-Ready scaled score of 579.</p> <p>5th-75% of students will be reading at a Fountas and Pinnell Level V or above an i-Ready scaled score of 609.</p>
<b>Point Person</b>	Brandi Derstine (brandi.derstine@osceolaschools.net)
Action Step	
<b>Description</b>	<p>First, we will begin with ELA professional development and will conducted such professional development throughout the year to build shared knowledge in literacy instruction. Professional development on ELA Common Core Shifts will take place two days in July (7/25-26). Subsequent LSI led Trainings for instructional strategies that increase student discussion will take place beginning on August 3rd. Other trainings will take place in October, January, and other dates to be solidified. In order to track the progress of students on the standards being taught, a tracker will be used. Professional development on the LSI Standards Tracker throughout the year to monitor progress.</p> <p>We will Strengthen Tier 1 instruction through the implementation of the following items and tracking the following data (to be reported through the stock-take process):</p> <ol style="list-style-type: none"> <li>1. 80% of classrooms will demonstrate teacher clarity through posting learning targets and success criteria and implementing tasks that are aligned.</li> <li>2. 80% of intermediate/50% of primary classrooms will be using collaborative structures to facilitate student discussion in pairs, teams, or whole class.</li> </ol>

3. 100% of classrooms will implement ELL strategies based on student need, as observed and supported by our EES.

As a result of the aforementioned strategies, we will track the following data on a basis set forth by the team per the essential standards being taught:

At least 75% of students in all sub-groups will demonstrate mastery on essential standards, as measured by Common Formative Assessment data.

Provide differentiated support on technology tools that support teachers in their delivery and monitoring of literacy instruction (Formative Assessment, Student Engagement, Student Collaboration.)

1. Implementation of Formative Assessment tools will be present in classrooms 80% of the time.
2. Increase in the use of technology tools for student engagement\*
3. Increase in the use of technology tools for student collaboration\*
4. Leadership teams models instructional technology tools through meetings and training's with staff.

**Person Responsible** Brandi Derstine (brandi.derstine@osceolaschools.net)

#### Plan to Monitor Effectiveness

**Description** Both qualitative and quantitative data will be collected to inform monthly Stocktake ratings. School Stocktake model will take place monthly to report progress to the principal on this area of focus. Principals will update Assistant Superintendents of Curriculum during monthly check-ins.

**Person Responsible** Rachel Bynum (rachel.bynum@osceolaschools.net)

Activity #3	
<b>Title</b>	Strengthen Tier 1 instruction in Mathematics to increase student math achievement.
<b>Rationale</b>	<p>When examining our student achievement data, we saw a drop in math achievement from last year to this year (dropping below 50% proficiency at 46% from last year's 52% math proficiency. We saw little math learning gains (3%), but we did see gains with our lowest quartile, ESE and ELL (16%, 17%, 4% respectively). This leads us to believe that the strategic interventions implemented with our ESE students in the area of math assisted in this growth. Hattie's research states that the effect size of Teacher Clarity (clear learning targets, success criteria and tasks aligned to the target) on student achievement is <math>d = .75</math>. Also, the effect size of Classroom Discussion (Partner, team, and whole class collaborative discussions) on student achievement is <math>d = .82</math>. These specific strategies are truly implemented at a smaller scale during small group instruction and should be duplicated with Tier I instruction.</p> <p>Implementation of these strategies in daily instruction and continuing the process of analyzing the data to inform interventions within the Tier I time frame (re-teach opportunities so that students may achieve the standard) will not only strengthen Tier 1 instruction, but also subsequently increase literacy achievement.</p>
<b>Intended Outcome</b>	<p>Overall, we will increase Math FSA proficiency from 46% to 56%. By May 2019. Other desired outcomes are as follows: K-75% of students will be above an i-Ready scaled score of 373. 1st-75% of students will be above an i-Ready scaled score of 413. 2nd-75% of students will be above an i-Ready scaled score of 441. 3rd-75% of students will be above an i-Ready scaled score of 464. 4th-75% of students will be above an i-Ready scaled score of 482. 5th-75% of students will be above an i-Ready scaled score of 498.</p>
<b>Point Person</b>	Melissa Kowalski (melissa.kowalski@osceolaschools.net)
Action Step	
<b>Description</b>	<p>In order to strengthen the Tier I math instruction, math professional development will be conducted throughout the year to build shared knowledge in mathematics instruction. First, professional development will be conducted on the math resource/support materials. One of those resources is the 10 Marks system.</p> <p>Professional development on Ten Marks Math Curriculum will take place the end of August for 4th-5th grades, and the End of 1st 9 weeks for 2nd-3rd grades. Professional development will continue with LSI for instructional strategies that increase student discussion (August 30th and October 16th). Continuous support and professional development will occur for success criteria and target task alignment on August 29th and subsequent time frames. All trainings will be done by the LSI trainer (Leslie Frick), our curriculum alignment coach (Courtney Fuller) and our Math/Science Coach (Melissa Kowalski).</p> <p>We will continue to have trainings on the LSI Standards Tracker throughout the year to monitor student progress (done by Brandi Derstine).</p> <p>Next, we will Increase Tier 1 instruction through the implementation of clear learning targets and success criteria, collaborative structures, and implementation of strategies to impact English Language Learners.</p> <p>We will see 80% of classrooms will demonstrate teacher clarity through posting learning targets and success criteria and implementing tasks that are aligned. We will also see 80% of intermediate/50% of primary classrooms will be using collaborative structures to facilitate</p>

student discussion in pairs, teams, or whole class.

Finally we will see 100% of classrooms will implement ELL strategies based on student need, as observed and supported by our EES (all data will be collected through walkthrough processes weekly and reported to the principal through the stock take process).

As a result of the aforementioned strategies at least 75% of students in all sub-groups will demonstrate mastery on essential standards, as measured by Common Formative Assessment data.

We will also provide differentiated support on technology tools that support teachers in their delivery and monitoring of literacy instruction (Formative Assessment, Student Engagement, Student Collaboration.) by our technology implementation coach (Brandi Derstine). Through those supports, we will see implementation of Formative Assessment tools will be present in classrooms 80% of the time. We will also see an increase in the use of technology tools for student engagement. We will see an Increase in the use of technology tools for student collaboration (our leadership teams models instructional technology tools through meetings and training's with staff).

**Person Responsible** Melissa Kowalski (melissa.kowalski@osceolaschools.net)

#### Plan to Monitor Effectiveness

**Description** Both qualitative and quantitative data will be collected to inform monthly Stocktake ratings. School Stocktake model will take place monthly to report progress to the principal on this area of focus. Principals will update Assistant Superintendents of Curriculum during monthly check-ins.

**Person Responsible** Rachel Bynum (rachel.bynum@osceolaschools.net)

Activity #4	
<b>Title</b>	Increase achievement in all sub-groups through systematic interventions for lowest quartile, Exceptional Student Education (ESE), English Language Learners (ELL), and under-performing students.
<b>Rationale</b>	<p>When examining our student achievement data, we saw growth from last year to this year in the area of ELA for our ESE students (from 3% proficiency to 26%). We saw growth from last year to this year in the area of Math for our ESE students (from 20% proficiency to 37%). We saw growth from last year to this year in the area of ELA for our ELL students (from 22% proficiency to 26%). We saw growth from last year to this year in the area of Math for our ELL students (from 33% proficiency to 37%). Though this represents growth for both subgroups in both math and ELA, the growth still places proficiency of this subgroup well below 50%. We did see the growth through the intervention strategies that were implemented. Hattie's research states that response to intervention has an effect size of <math>d = 1.07</math> on student achievement. Based on this we will need to increase the achievement of all subgroups through systematic interventions.</p> <p>All sub-groups will increase by 10% or more on 2019 FSA:</p>
<b>Intended Outcome</b>	<ol style="list-style-type: none"> <li>1. ELA Lowest Quartile Learning Gains will increase from 55% to 70%.</li> <li>2. Math Lowest Quartile Learning Gains will increase from 61% to 71%.</li> <li>3. ELL Proficiency will increase from 26% to 36% in ELA and from 37% to 47% in Math.</li> <li>4. ESE Proficiency will increase from 26% to 36% in ELA and from 37% to 47% in Math.</li> <li>5. Overall Learning Gains will increase from 55% to 65% in ELA and from 61% to 71% in Math.</li> </ol>
<b>Point Person</b>	Jessica Priester (jessica.priester@osceolaschools.net)
<b>Action Step</b>	<p>MTSS professional development will be conducted throughout the year to build shared knowledge in intervention instruction.</p> <ol style="list-style-type: none"> <li>1. PD on MTSS process (8-6-18)</li> <li>2. Train all instructional support staff on Leveled Literacy Interventions (LLI) (First 2 weeks of school)</li> <li>3. Train Tier 3 personnel on Corrective Reading. (First 2 weeks of school)</li> <li>4. Train all instructional staff on Support Coach (3-5) and Ready Math (K-2) interventions. (First 2 weeks of school)</li> </ol>
<b>Description</b>	<p>The ELL Task Force will analyze the ELLevation data to drive the instructional support and subsequently inform supplemental support for all LY student needs. (EES reports to Dr. Priester)</p> <p>The ESE Task Force will analyze data sources to drive the instructional support and subsequently inform the supplemental support for all ESE student needs. (ESE Task Force Leader)</p> <p>Increase the fidelity of Tier 2 and 3 intensive interventions in ELA and Math:</p> <ol style="list-style-type: none"> <li>1. 100% of intervention groups will show implementation of the appropriate ELA intervention curriculum during the designated supplemental time.</li> <li>2. 100% of classrooms will show implementation of the appropriate Math intervention curriculum during the designated intervention time.</li> <li>3. Response to Intervention data will be collected, analyzed, and acted upon every 6 weeks.</li> </ol>

**Person Responsible** Jessica Priester (jessica.priester@osceolaschools.net)

Plan to Monitor Effectiveness

**Description** Both qualitative and quantitative data will be collected to inform monthly Stocktake ratings. School Stocktake model will take place monthly to report progress to the principal on this area of focus. Principals will update Assistant Superintendents of Curriculum during monthly check-ins.

**Person Responsible** Rachel Bynum (rachel.bynum@osceolaschools.net)

Activity #5	
<b>Title</b>	Strengthen systems school wide for behavior and attendance
<b>Rationale</b>	<p>In review of our school-wide discipline and attendance data, we saw some trends that need attention. First, 2016-17 data proved that we issued 215 total referrals to 24% of students enrolled. 2017-18 data proved an increase in this data, where 273 referrals were issued (an increase of 58 total referrals) to 27% of students enrolled (an increase of 3%). The out of school suspension totals increased as well from 33 total out of school suspensions issued to students for various days in 2016-17. In 2017-18 this number increased to 64 total out of school suspension days issued to students (an increase of 31 out of school suspensions issued). As we looked at the research on suspension to student achievement, Hattie's research states that suspensions have an effect size of <math>d = -.20</math> (a negative impact). When we looked further into the data, our ESE subgroup represented a great number of disciplinary infractions noted. We will need to create systems that would allow for students to regulate their behaviors, and create intervention processes with respect to behavior in order to impact students achievement. Hattie's research support the use of self-regulation strategies as his research suggest that self regulation strategies have an effect size of <math>d = .52</math>. Hattie's research also states that behavioral intervention programs have an effect size of <math>d = .62</math>. We have also noted that attendance data shows that a total of 140 students attended school less than 90% of the time. We would like to reduce the amount of absences that our students have in order to continue to increase student achievement.</p>
<b>Intended Outcome</b>	<p>Decrease in Out of School Suspension by 30%. Reduced number of discipline incidents by 30%. Increase attendance rate to 95% school wide.</p>
<b>Point Person</b>	Sabrina Kincade (sabrina.kincade@osceolaschools.net)
<b>Action Step</b>	<p>Our first plan of action would be to create a system of behavior within the school that will help to teach students the proper behaviors in order to better differentiate the need for behavioral interventions. In essence, this would serve as our Tier I for behavior. We will start with a full implementation of a school wide Positive Behavior Intervention and Support system. We will provide professional development on the PBIS system and continue the trainings throughout the year to build shared knowledge in behavior support. The person leading this effort will be Sabrina Kincade (Behavior Coach) and the PBIS team. A school wide PBIS system that includes whole staff PD during pre-planning (August 6th) and will continue throughout the year based on need assessment and discipline data.</p>
<b>Description</b>	<p>The curriculum for student behavior regulation strategies will be taught to all teachers. The Zones of Regulation Training for whole staff will take place on July 31st (Danielle Saunders- District Elementary Counselor resource personnel). Differentiated coaching will be conducted our behavior coach based on walkthrough and behavior data. Classroom conditions trend data and discipline data will be collected and brought to the stock-take meeting and process in order to decide on next steps to meet the goal set.</p> <p>We will Strengthen Tier 1 behavior management through the implementation of a PBIS Guiding Coalition (PBIS committee/team) that will meet monthly to review data, celebrate successes and inform the school on action steps to meet the goals set for behavior and systems implementation. Qualitative data on PBIS, positive behavior reinforcement and Zones of Regulation framework implementation will be collected with walkthroughs and discipline data collection. Ms. Kincade, Behavior coach, will be responsible for this data. Implementation of the system for behavior management will allow for a decrease the</p>

number referrals (with a target of interventions for students who have 2 or more referrals based on previous year data).

We have hired an attendance clerk that will assist in a system to monitor and create interventions for attendance concerns. This will include implementation of reward systems for attendance. Our attendance clerk will join the MTSS team in analyzing attendance data monthly, and using the data to create interventions for students with attendance concerns.

We will train all staff on the attendance criteria and ways to increase engagement for students in order to offset behaviors and increase attendance. This training will take place on 8/22/18. We will then provide differentiated support on technology tools that support teachers in their delivery and monitoring of literacy instruction (Formative Assessment, Student Engagement, Student Collaboration) during PLC time frames and whenever requested. We will then see implementation of Formative Assessment tools will be present in classrooms 80% of the time. We will also see an increase in the use of technology tools for student engagement in all classrooms. We will see an increase in the use of technology tools for student collaboration in all classrooms. Leadership teams models instructional technology tools through meetings and training's with staff.

**Person Responsible** Rachel Bynum (rachel.bynum@osceolaschools.net)

#### Plan to Monitor Effectiveness

**Description** Both qualitative (classroom conditions & PBIS walkthrough trend data) and quantitative data (discipline and attendance data) will be collected to inform monthly Stock take ratings. School Stock take model will take place monthly to report progress to the principal on this area of focus. The principal will update Assistant Superintendents of Curriculum during monthly check-ins.

**Person Responsible** Rachel Bynum (rachel.bynum@osceolaschools.net)

Activity #6	
<b>Title</b>	Increase proficiency in Science.
<b>Rationale</b>	Proficiency is 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 proficiency in this area, students will receive core instruction and targeted interventions that will meet their individual needs.
<b>Intended Outcome</b>	Proficiency levels in science will increase by 3%.
<b>Point Person</b>	Melissa Kowalski (melissa.kowalski@osceolaschools.net)
<b>Action Step</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>-Students will be provided with targeted interventions that meet the needs of all students.</li> <li>-The leadership team will monitor subsets of formative assessment data, while in communication with the teachers to track student progress.</li> <li>-Coaching support will be provided based on areas of focus to increase student achievement.</li> </ul>
<b>Person Responsible</b>	Melissa Kowalski (melissa.kowalski@osceolaschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>-Classroom observations will occur weekly with effective feedback provided to the school as a whole and individual teachers.</li> <li>-Monitor data through formative, and summative assessments.</li> <li>-MTSS meetings will be held monthly to analyze data and their effectiveness of programs/ interventions placement.</li> </ul>
<b>Person Responsible</b>	Melissa Kowalski (melissa.kowalski@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 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.**

Central Avenue Elementary Multi-Tiered System of Support Team meets every Monday. Prior to the meeting an agenda is sent via email to each member by the MTSS Coach. Once the students are selected the team decides upon the best resources to meet the academic needs of each student. The team reviews progress monitoring data on each student monthly to ascertain if the student is making academic and/or behavior gains. Teachers are given an update monthly on the progress of their students. After each meeting teachers are provided with documentation to indicate that a student from their class was discussed and the next steps. Every student who is performing below grade level in each grade is provided with face to face intervention 4 times per week for 4th and 5th grade and 5 times per week for Kindergarten through 3rd grade. Professional development is provided by the leadership team to address Tier 1 instruction. The reading coach and math/science coach provide professional development on small group/differentiated instruction. Title 1 funds are used to provide professional development opportunities on resources used to meet the needs of students being serviced through MTSS. The reading coach and math/science coach maintain a record of the materials available for students to use during iii and Title pull out. The assistant principal maintains a record of the resources to be used for before/during/after school intervention and summer sessions.

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:

\$131,000.00