

School District of Osceola County, FL

Central Avenue Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

| | |
|---------------------------------------|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 11 |
| Planning for Improvement | 16 |
| Title I Requirements | 28 |
| Budget to Support Goals | 30 |

Central Avenue Elementary School

500 W COLUMBIA AVE, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Nadia Winston

Start Date for this Principal: 7/18/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students* |
| School Grades History | 2018-19: C (45%) 2017-18: C (53%) 2016-17: C (53%) 2015-16: C (49%) 2014-15: C (46%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Central |
| Regional Executive Director | Lucinda Thompson |
| Turnaround Option/Cycle | N/A |
| Year | N/A |
| Support Tier | N/A |
| ESSA Status | TS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 11 |
| Planning for Improvement | 16 |
| Title I Requirements | 28 |
| Budget to Support Goals | 30 |

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500 W COLUMBIA AVE, Kissimmee, FL 34741

www.osceolaschools.net

School Demographics

| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 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 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C | C |

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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 | Job Duties and Responsibilities |
|-------------------|--------------------------|--|
| Bynum, Rachel | Assistant Principal | 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. |
| Derstine, Brandi | Instructional Technology | 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. |
| Priester, Jessica | Instructional Coach | 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. |
| Winston, Nadia | Principal | 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. |
| Kowalski, Melissa | Instructional Coach | 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 |

| Name | Title | Job Duties and Responsibilities |
|------------------------|---------------------|---|
| | | <p>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.</p> |
| Boemler Wareing, Laura | Instructional Coach | <p>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.</p> |
| Kincade, Sabrina | Instructional Coach | <p>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.</p> |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|----|-----|-----|----|-----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 97 | 92 | 121 | 118 | 92 | 105 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 625 |
| Attendance below 90 percent | 19 | 37 | 20 | 18 | 13 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 |
| One or more suspensions | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA or Math | 0 | 3 | 9 | 13 | 34 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 81 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 21 | 39 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 93 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 1 | 11 | 27 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 54 |

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 | | 3 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Students retained two or more times | | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

FTE units allocated to school (total number of teacher units)

32

Date this data was collected or last updated

Thursday 7/18/2019

Prior Year - 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 | 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 with two or more early warning indicators:

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

Prior Year - 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 | 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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 34% | 53% | 57% | 39% | 53% | 55% |
| ELA Learning Gains | 52% | 56% | 58% | 54% | 55% | 57% |
| ELA Lowest 25th Percentile | 59% | 51% | 53% | 78% | 53% | 52% |
| Math Achievement | 47% | 55% | 63% | 52% | 57% | 61% |
| Math Learning Gains | 49% | 59% | 62% | 58% | 58% | 61% |
| Math Lowest 25th Percentile | 41% | 45% | 51% | 45% | 49% | 51% |
| Science Achievement | 36% | 49% | 53% | 47% | 54% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|---------|---------|---------|---------|---------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 97 (0) | 92 (0) | 121 (0) | 118 (0) | 92 (0) | 105 (0) | 625 (0) |
| Attendance below 90 percent | 19 (38) | 37 (61) | 20 (56) | 18 (39) | 13 (44) | 9 (32) | 116 (270) |
| One or more suspensions | 0 (0) | 1 (0) | 0 (15) | 1 (19) | 0 (10) | 0 (34) | 2 (78) |
| Course failure in ELA or Math | 0 (0) | 3 (0) | 9 (0) | 13 (0) | 34 (0) | 22 (0) | 81 (0) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 21 (0) | 39 (36) | 33 (31) | 93 (67) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 32% | 51% | -19% | 58% | -26% |
| | 2018 | 26% | 51% | -25% | 57% | -31% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 24% | 51% | -27% | 58% | -34% |
| | 2018 | 30% | 48% | -18% | 56% | -26% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | -2% | | | | |
| 05 | 2019 | 28% | 48% | -20% | 56% | -28% |
| | 2018 | 39% | 50% | -11% | 55% | -16% |
| Same Grade Comparison | | -11% | | | | |
| Cohort Comparison | | -2% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 47% | 54% | -7% | 62% | -15% |
| | 2018 | 30% | 51% | -21% | 62% | -32% |
| Same Grade Comparison | | 17% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 35% | 53% | -18% | 64% | -29% |
| | 2018 | 49% | 53% | -4% | 62% | -13% |
| Same Grade Comparison | | -14% | | | | |
| Cohort Comparison | | 5% | | | | |
| 05 | 2019 | 39% | 48% | -9% | 60% | -21% |
| | 2018 | 44% | 52% | -8% | 61% | -17% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | -10% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 30% | 45% | -15% | 53% | -23% |
| | 2018 | 49% | 49% | 0% | 55% | -6% |
| Same Grade Comparison | | -19% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 17 | 50 | 50 | 37 | 45 | 39 | 7 | | | | |

| 2019 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 2017-18 | C & C Accel 2017-18 |
| ELL | 23 | 52 | 60 | 44 | 44 | 35 | 30 | | | | |
| BLK | 33 | 45 | | 37 | 52 | | 36 | | | | |
| HSP | 32 | 55 | 61 | 49 | 45 | 30 | 38 | | | | |
| WHT | 53 | 55 | | 65 | 60 | | | | | | |
| FRL | 31 | 49 | 57 | 46 | 49 | 44 | 33 | | | | |
| 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 | | | | |
| 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 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 45 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 39 |
| Total Points Earned for the Federal Index | 357 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |

| Students With Disabilities | |
|--|-----|
| Federal Index - Students With Disabilities | 33 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 41 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 41 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 44 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |

| White Students | |
|--|----|
| Federal Index - White Students | 58 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 43 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

FSA Math and ELA ELL students showed the lowest performance. A lack of focus on ELL strategies specific to student need was one major contributing factor. Another contributing factor to low performance in ELL students across the board is a lack of focus on foundational ELA skills.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math LQ Gains had a 20 point drop. One of the contributing factors was that we didn't have intervention time for math. Whereas, in the prior year we had specific math intervention time. We believe another possible factor is the focus on teaching through learning new instructional techniques and not enough of a focus on the learning aspect of instruction.

Science Achievement showed a 19 point drop. One of the contributing factors is that the students were not exposed to reading strategies for the science content. Also, additional time should have been set aside for science planning during Professional Learning Communities.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA Achievement is our largest gap when compared to the state average. We have an ELL population of approximately 54% which varies from year to year. We also serve a low socio-economic population which research shows tend to come from households where they are not exposed to nearly as much early literacy as students from households that may have higher socio-economic status.

Which data component showed the most improvement? What new actions did your school take in this area?

Our lowest quartile ELA data showed the most improvement. The percentage was greater than our district and state average as well. We increased the amount of supplemental time used for re-

teaching, intervention and enrichment. We also implemented extended learning opportunities for our students in the area of reading.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One of our greatest concerns continues to be attendance and discipline. We have some of the lowest attendance rates in the district and it attributes to the second area of concern per our EWS data, which is our ELA or Math course failure.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA achievement for all subgroups
2. Math achievement for all subgroups
3. Discipline
4. Attendance
5. Science proficiency

Part III: Planning for Improvement

Areas of Focus:

| #1 | |
|---|--|
| Title | Strengthen collaborative processes to ensure that the learning needs of all students (ESE, ESOL, and other subgroups) are met. |
| Rationale | <p>The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric, our teams are creating and implementing formative assessments regularly but must bringing the data back to the PLC, analyze data and take action on the data, making instructional-based adjustments based on the data. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.</p> <p>Kindergarten, First, Second, Third, Fourth, and Fifth grade PLCs will be at Stage 6 on the PLC Seven Stage Rubric by the end of Semester 1 2019-2020 assessed by the Principal using the Seven Stage Rubric and format data.</p> <p>All PLCs will be at stage 6 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020.</p> |
| State the measurable outcome the school plans to achieve | <p>ELA Achievement for ESE students will increase by 10% (15%-25%)</p> <p>ELA Achievement for ELL's will increase by 16% (9%-25%)</p> <p>ELA Lowest Quartile Gains will increase by 11% (59%-70%)</p> <p>ELA Gains will increase by 10% (52%-62%)</p> <p>ELA Achievement will increase by 11% (34%-45%)</p> <p>Math Achievement for ESE students will increase by 5% (35%-40%)</p> <p>Math Achievement for ELL's will increase by 15% (20%-35%)</p> <p>Math Lowest Quartile Gains will increase by 20% (41%-61%)</p> <p>Math Gains will increase by 12% (49%-61%)</p> <p>Math Achievement will increase by 10% (47%-57%)</p> <p>Science Achievement will increase by 14% (36%-50%)</p> |
| Person responsible for monitoring outcome | Brandi Derstine (brandi.derstine@osceolaschools.net) |
| Evidence-based Strategy | <p>Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.</p> <p>Monitoring -</p> <ol style="list-style-type: none"> 1. Administration, PLC Lead, and PLC Guiding Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team monthly. 2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, and Science PLCs. 3. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 4. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point to check in on progress of the Area of Focus through the School Stocktake Model. |
| Rationale for Evidence- | If teachers participate in authentic collaborative teams that produce engaging lessons using high yield strategies and best practices, and are monitoring the progress to guide the instruction, then student achievement will increase. |

**based
Strategy****Action Step**

1. Central Avenue's PLC's teams will meet three times per week, on Tuesday, Thursday and after school on Wednesday (2:35-3:35). We will also have teams on a 6 week rotation for "extended PLC," which takes place every Wednesday from 3:35-6:35. This is for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. This will include our self-contained and varying exceptionalities teachers. This will be monitored by an attendance sheet.

2. Principal and assistant principal (s) will conduct weekly walkthroughs to ensure PLC teams are progressing through the PLC Seven Stages Rubric of an effective PLC. Administration will do a weekly check in for each grade level during planning time.

3. School City and the LSI Standards Tracker will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted to train staff on the School City platform. 90% of our teachers will track student learning weekly in order to adjust instruction and inform planning for instruction.

Description

4. Mentoring will be conducted for teams and individual teachers who are struggling. This will be done through learning walks with individual teachers to a model teacher's classroom. If mentoring is needed for an entire grade level team, we will provide coverage so that team can come and observe a high functioning team during their planning-this will allow for them to see an example of the expectation.

5. A PLC Guiding Coalition made up of our PLC Leads will meet monthly to oversee the process.

6. District formative assessments will be given every four and a half weeks in all accountability areas. These assessments will be analyzed in order to inform the planned process and intervention.

7. 90% of teachers will bring their student evidence to the agreed upon planning session to ensure that each grade level team will be able to analyze data appropriately.

**Person
Responsible**

Brandi Derstine (brandi.derstine@osceolaschools.net)

| #2 | |
|---|--|
| Title | Strengthen Tier 1 instruction in ELA to increase student literacy achievement |
| Rationale | The data shows that our students are consistently under-performing in ELA. Across the board our proficiency sits at just under 40% and our learning gains, although we made a little progress this year, should be much higher. |
| State the measurable outcome the school plans to achieve | <p>100% of our teachers will use student formative assessment data to plan in their PLC teams according to student need. This will then result in the following increases for ELA achievement and learning gains:</p> <p>ELA Achievement for ESE students will increase by 10% (15%-25%) ELA Achievement for ELL's will increase by 16% (9%-25%) ELA Lowest Quartile Gains will increase by 11% (59%-70%) ELA Gains will increase by 10% (52%-62%) ELA Achievement will increase by 11% (34%-45%)</p> |
| Person responsible for monitoring outcome | Laura Boemler Wareing (laura.boemlerwareing@osceolaschools.net) |
| Evidence-based Strategy | <p>Research states that if teachers use short and long cycle formative assessments to monitor for learning and then make instructional decisions based on that data student achievement will increase. Research also states that if all teachers use the same guaranteed and viable curriculum to plan for instruction student achievement will increase.</p> <p>Monitoring -</p> <ol style="list-style-type: none"> 1. Leadership team will meet once per week to discuss walkthrough data. This will ensure that teachers are following the non-negotiables set forth by the leadership team and ensure rigorous instruction. 3. School Stocktake will take place monthly to report progress to the Principal on the Areas of Focus. 4. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point to check in on progress of the Area of Focus through the School Stocktake Model. |
| Rationale for Evidence-based Strategy | If teachers participate in authentic collaborative teams that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement in ELA will increase. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Teacher teams will track every student by standard using a tracker, on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery. This was be monitored by the Literacy Coach through the LSI Tracker to see how many student have "met" the learning target. 2. Teachers will bring student evidence to each PLC, analyze data and assess which strategies work best for each content area and for each student. The PLC Facilitator will monitor this by examining the LSI standards tracker. 3. Teacher teams will meet weekly to "calibrate" criteria for what constitutes "Not Met," "In Progress," and "Met" for each standard. Learning Targets and Success Criteria will be the basis for definitions of these terms. This process will be monitored by academic coaches. |

4. The teachers will use their small group time in reading to pull students that are struggling with the current grade level content (Tier I) and reteach to ensure that all students are learning at high levels. This combined with the assurance that complex tasks are planned through the PLC process will allow for rigorous instruction every day. This will be monitored through weekly classroom walkthroughs by the principal, assistant principal, and coaches. The Leadership Team will all use the "Look and Learn" tool (in the LSI Tracker) to ensure progress on agreed upon non-negotiables.
5. Teacher will provide Tier 2 instruction based on grade level standards and content using data, student by student standard tracking, collaborative planning, and data analysis. This will be monitored through weekly classroom walkthroughs by the principal, assistant principal, and coaches.
6. Teachers will use mini lessons to deliver direct instruction. The majority of instruction time will be used for student teaming to allow for student autonomy. Students will track their own learning through teacher provided success criteria. This will be monitored through weekly classroom walkthroughs by the principal, assistant principal, and coaches. The Leadership Team will all use the "Look and Learn" tool (in the LSI Tracker) to ensure progress on agreed upon non-negotiables.
7. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats. Students lead conferences with their parents to relay their own progress on their goals.
8. Teachers will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency. This will be monitored through weekly classroom walkthroughs by the principal, assistant principal, and coaches during supplemental time. This will also be monitored through MTSS documentation weekly.
9. The Literacy coach will provide professional development sessions to teachers as they request it and the need arises. The leadership Team will determine areas of need through observation and data.
10. The ELL and ESE Task Force involvement and support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in Literacy courses by providing ELL and ESE instructional strategies and professional development for teachers.

Person Responsible Laura Boemler Wareing (laura.boemlerwareing@osceolaschools.net)

| #3 | |
|---|--|
| Title | Strengthen Tier 1 instruction in math to increase student math achievement |
| Rationale | The data shows that our students are consistently under-performing in math. Across the board our proficiency sits at just under 50% and our learning gains dropped in all categories especially our lowest quartile of students where we saw a 20% drop. |
| State the measurable outcome the school plans to achieve | <p>100% of our teachers will use student formative assessment data to plan in their PLC teams according to student need. This will then result in the following increases for math achievement and learning gains:</p> <p>Math Achievement for ESE students will increase by 5% (35%-40%) Math Achievement for ELL's will increase by 15% (20%-35%) Math Lowest Quartile Gains will increase by 20% (41%-61%) Math Gains will increase by 12% (49%-61%) Math Achievement will increase by 10% (47%-57%)</p> |
| Person responsible for monitoring outcome | Melissa Kowalski (melissa.kowalski@osceolaschools.net) |
| Evidence-based Strategy | <p>Research states that if teachers use short and long cycle formative assessments to monitor for learning and then make instructional decisions based on that data student achievement will increase. Research also states that if all teachers use the same guaranteed and viable curriculum to plan for instruction student achievement will increase.</p> <p>Monitoring -</p> <ol style="list-style-type: none"> 1. Leadership team will meet once per week to discuss their walkthrough data. This will ensure that teachers are following the non-negotiables set forth by the leadership team and ensure rigorous instruction. 3. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 4. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model. |
| Rationale for Evidence-based Strategy | If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement in math will increase. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Teacher teams will track every student by standard using a tracker, on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery. This was be monitored by the Math Coach through the LSI Tracker to see how many student have "met" the learning target 2. Teachers will bring student evidence to each PLC, analyze data and assess which strategies work best for each content area and for each student. The PLC Facilitator will monitor this by examining the LSI standards tracker. 3. Teachers will determine interventions as needed and reassess students to monitor their learning. An additional 20 minutes of intervention time has been added to the master schedule daily. An additional 50 minutes of mathematics intervention time will take place |

every Mondays as well.

4. Teacher teams will meet weekly to "calibrate" criteria for what constitutes "Not Met," "In Progress," and "Met" for each standard. Learning Targets and Success Criteria will be the basis for definitions of these terms. This process will be monitored by academic coaches.

5. Teachers will pull students that are struggling with the current grade level content (Tier I) and reteach to ensure that all students are learning at high levels. This combined with the assurance that complex tasks are planned through the PLC process will allow for rigorous instruction every day. This will be monitored through weekly classroom walkthroughs by the principal, assistant principal, and coaches. The Leadership Team will all use the "Look and Learn" tool (in the LSI Tracker) to ensure progress on agreed upon non-negotiables.

6. Teacher will provide Tier 2 instruction based on grade level standards and content using data, student by student standard tracking, collaborative planning, and data analysis. This will be monitored through weekly classroom walkthroughs by the principal, assistant principal, and coaches.

7. Students will track their own learning through teacher provided success criteria. This will be monitored through weekly classroom walkthroughs by the principal, assistant principal, and coaches. The Leadership Team will all use the "Look and Learn" tool (in the LSI Tracker) to ensure progress on agreed upon non-negotiables.

8. Teachers will provide Tier 3 instruction based on gaps in mathematics foundations: number fluency, number sense, place value, etc. This will be monitored through weekly classroom walkthroughs by the principal, assistant principal, and coaches during supplemental time.

9. The Math Coach will provide professional development sessions to teachers as they request it and the need arises. The leadership Team will determine areas of need through observation and data. Professional development sessions are data driven and based on data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation (C4I) and Rigor Walks, and District Learning Cycle visits.

10. The ELL and ESE Task Force involvement and support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in mathematics courses by providing ELL and ESE instructional strategies and professional development for teachers.

**Person
Responsible**

Melissa Kowalski (melissa.kowalski@osceolaschools.net)

| #4 | |
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| Title | Increase achievement in all sub-groups through systematic interventions for lowest quartile, Exceptional Student Education (ESE), English Language Learners (ELL), and under-performing students. |
| Rationale | The data shows that our sub group categories are all very close the the Every Student Succeeds Act threshold, which is 41%. The data also shows that our students with disabilities subgroup dropped below the threshold and is at 33% proficient. |
| State the measurable outcome the school plans to achieve | <p>100% of our instructional and support staff will be involved in our Multi-Tiered System of Support. By using a system that allows for students to receive Tier 1, Tier 2, and Tier 3 instruction, we will make the following increases this school year.</p> <p>ELA Achievement for ESE students will increase by 10% (15%-25%) ELA Achievement for ELL's will increase by 16% (9%-25%) ELA Lowest Quartile Gains will increase by 11% (59%-70%)</p> <p>Math Achievement for ESE students will increase by 5% (35%-40%) Math Achievement for ELL's will increase by 15% (20%-35%) Math Lowest Quartile Gains will increase by 20% (41%-61%)</p> |
| Person responsible for monitoring outcome | Jessica Priester (jessica.priester@osceolaschools.net) |
| Evidence-based Strategy | <p>Research states that if we use a system of support that allows students to get all levels of that support, student achievement will increase across all sub groups.</p> <ol style="list-style-type: none"> 1. The MTSS team will meet once per week to discuss their observations during intensive individual instruction. This will ensure that teachers are following the non-negotiables set forth by the MTSS team and ensure rigorous instruction. 3. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 4. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point to check on progress of the Area of Focus through the School Stocktake Model. |
| Rationale for Evidence-based Strategy | If staff follows the MTSS guidelines set forth by the MTSS team, which allow for students to close learning gaps no matter whee they currently fall, student achievement in all sub groups through all content areas will increase. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Once per week, administration will observe varying exceptionalities teachers during instruction and intensive individual instruction time and take a close look at what type of instruction is being provided to ensure that student needs are being met. 2. Administration will conduct teacher data chats pinpointing student needs specific to each teacher during the first 30 days of school. 3. The MTSS coach will monitor the Tier 2 and Tier 3 systems that are in place by collecting data from each student once a month to monitor their progress through each student's individual progression of needs. |

4. The MTSS coach will monitor the collection of data by the interventionists to ensure that the appropriate data is being collected therefore ensuring the students are getting the exact instruction that they need.
5. Teachers will institute a system where Tier 2 instruction is done through reteaching of Tier 1 standards within the classroom instruction during small group time. This will allow for them to use intensive individual instruction time for Tier 3 instruction, which will provide students with the appropriate instruction to fill previous school year standards gaps in their learning.
6. During PLC planning time, there will be one person on each grade level team whose role is to identify ELL strategies that can be implemented with each lesson. We noticed that our ELL students are our lowest performing sub group in ELA so we want to make sure and focus one of our action steps on that item. The person on each team responsible for this will be the person from that team that is on the ELL Task Force.
7. The ELL and ESE Task Force involvement and support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in academic courses by providing ELL and ESE instructional strategies and professional development for teachers.
8. The MTSS coach will use the baseline list of where students begin during immediate intensive interventions to track whether or not they are moving toward proficiency or staying stagnant at the same level. We will use this data point to determine whether or not a particular intervention is working.

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| Person Responsible | Jessica Priester (jessica.priester@osceolaschools.net) |
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| #5 | |
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| Title | Strengthen systems school wide for behavior and attendance |
| Rationale | The data shows that our behavior incidences last year did decrease, but not as much as we would like to see. The data also shows that our attendance remains to be among the lowest in the county for percent of students in attendance on average, our percentages ranged from 92%-94% attendance rate throughout the school year last year. |
| State the measurable outcome the school plans to achieve | 100% of our teachers will use our School wide Positive Behavior Intervention and Support System through the use of Class Dojo and our "PROWL pay." Our attendance rate will increase to an average of 95% for the 2019-2020 school year. This will also reduce the number of students with the attendance and behavior Early Warning System indicators. |
| Person responsible for monitoring outcome | Sabrina Kincade (sabrina.kincade@osceolaschools.net) |
| Evidence-based Strategy | <p>Research states that if teachers use a positive behavior intervention and support system that is implemented school wide, behaviors will decrease and attendance will increase.</p> <p>Monitoring -</p> <ol style="list-style-type: none"> 1. Administration and our behavior coach, Mrs. Kincade will monitor classrooms weekly to ensure that our PBIS system is being implemented correctly and consistently through all classrooms. 2. Mrs. Kincade will monitor Class Dojo to ensure its proper use by all teachers and staff. 3. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 4. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model. |
| Rationale for Evidence-based Strategy | If teachers implement our school wide positive behavior intervention and support system, our behavior incidences will decrease and our attendance rate will increase. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. We will implement a Social-Emotional Learning (SEL) room where students with special behavior/sensory needs will be able to go at assigned/needed times. This will be implemented by our behavior coach, our school counselor, and a paraprofessional with experience working with students who have special social-emotional needs. 2. The PBIS team will meet monthly to look at Class Dojo data and classroom walkthrough data to assess whether PBIS is being implemented consistently and appropriately across the board. They will take action where action is needed dependent upon on that data. 3. The PBIS team will implement a quarterly PBIS assembly to ensure that students continue to follow expectations and are recognized for their hard work. 4. The school counselor will implement a quarterly award ceremony for students who have shown exemplary work in their classroom and who have perfect attendance. Parents will be invited. |

5. Teachers and the MTSS team will determine interventions as needed and reassess students to monitor their attendance and behavior. Lessons and interventions will be implemented in the SEL room for students identified.
6. Teachers will identify students that are struggling with the Tier I behavior and attendance criteria and identify needed Zones of Regulation or SEL lessons to address needs. This combined with the assurance that classroom engagement is high and classroom culture is comfortable for students, will allow for decreased behavioral concerns and increased attendance. This will be monitored through the "Trend Tracker" tool (in the LSI Tracker) to ensure progress
7. Teachers will use mini lessons to deliver SEL instruction on a monthly basis (as noted on the SEL curriculum time line). This will be related to various topics and may include counselor led lessons for certain grade levels.
8. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats. Students lead conferences with their parents to relay their own progress on their goals.
9. SEL room teacher will provide Tier 2 instruction based on need: Attendance data and/or behavior intervention need.
10. Children's Home Society, School Counselor and other identified person or group will hold small group intervention for Tier 3 needs.
11. The Behavior Coach will provide professional development sessions to teachers as they request it and the need arises. The leadership Team will determine areas of need through observation and data. Professional development sessions are data driven and based on data collected through Stocktake Meetings, Coaching for Implementation (C4I) and Rigor Walks, attendance data, and behavior data.
12. Support in the classroom will occur through the collaboration of Behavior Coach, School Counselor and PBIS committee ensuring students are supported in academic courses and unstructured areas by providing Zones of Regulation strategies, PBIS processes, SEL curriculum and professional development for teachers.

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| Person Responsible | Sabrina Kincade (sabrina.kincade@osceolaschools.net) |
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| #6 | |
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| Title | Increase proficiency in Science |
| Rationale | The data shows that Science instruction is not being implemented consistently in fifth grade, but we would like to focus our science goals on all grade levels this year as science must be taught at every grade level. |
| State the measurable outcome the school plans to achieve | 100% of our teachers will use student formative assessment data to plan in their PLC teams according to student need. This will then result in the following increases for science achievement across the grade levels. Science Achievement will increase by 14% (36%-50%) |
| Person responsible for monitoring outcome | Melissa Kowalski (melissa.kowalski@osceolaschools.net) |
| Evidence-based Strategy | Research states that if teachers use short and long cycle formative assessments to monitor for learning and then make instructional decisions based on that data student achievement will increase. Research also states that if all teachers use the same guaranteed and viable curriculum to plan for instruction and then implement that plan, student achievement will increase. Monitoring - 1. Leadership team will meet once per week to discuss their walkthrough data. This will ensure that teachers are following the non-negotiables set forth by the leadership team and ensure rigorous instruction. 2. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 3. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model. |
| Rationale for Evidence-based Strategy | If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement in science will increase. |
| Action Step | |
| Description | 1. There will be hands on labs in primary grade levels bi-weekly and in intermediate grade levels three times per month. Each team will meet and plan their upcoming month of science instruction as laid out by the district curriculum maps. Fifth grade will meet to plan for science instruction once per week to ensure that the students are responding to instruction and their cyclical review of the Fair Game questions. |
| | 2. Mrs. Kowalski, the math/science coach will be modeling for the fifth grade teachers each week on how to conduct the hands on labs. She will also do this in other grade levels as needed, but with a priority on fifth grade. |
| | 3. The teachers will use their "Heroes of Science" time to address test-taking strategies directly related to the FSSA Science test. Our math/science coach will create quarterly pre and post tests for science. We will use this data to determine what content the "Heroes of Science" will focus on and also what hands-on labs will be in all grade levels. |

4. Teachers will use the district adopted science curriculum to ensure a guaranteed and viable curriculum aligned to grade level standards across all grade levels. 100% of our teachers will regularly implement science instruction. This will be monitored by weekly walkthroughs done by the leadership team.

5. Teachers in third through fifth grade will implement lessons from the Science "Speed Bag" curriculum which covers all standards that will be addressed the FSSA Science test.

6. Teacher created science assessments will be used three times per month in intermediate grades and twice per month in primary grade to assess whether science instruction is being implemented effectively or not. Teachers will track this in our district adopted program "School City," which is an online grading system that allows us to track results over time.

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

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

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

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors

receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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 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 Wednesday. The team (including teachers) 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. Professional development is provided on resources used to meet the needs of all students in all Tiers.

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 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, Standards Based Instruction, 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

The approved budget does not reflect any amendments submitted for this project.

| 1 | III.A. | Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students (ESE, ESOL, and other subgroups) are met. | | | | \$372,946.04 |
|---|----------|--|--|----------------|-----|--------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 6500 | 100-Salaries | 0061 - Central Avenue Elementary Schl | SIG 1003 | 0.5 | \$23,100.00 |
| | | | Notes: Network Specialist/Instructional Coach 50/50 split | | | |
| | 6300 | 100-Salaries | 0061 - Central Avenue Elementary Schl | SIG 1003 | 0.5 | \$23,100.00 |
| | | | Notes: Network Specialist/Instructional Coach 50/50 split | | | |
| | 6500 | 210-Retirement | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$1,956.57 |
| | | | Notes: Employee Benefits - Retirement Retirement calculated at 8.47% retirement rate of Network Specialist/Instructional Coach salary | | | |
| | 6300 | 210-Retirement | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$1,956.57 |
| | | | Notes: Employee Benefits - Retirement Retirement calculated at 8.47% retirement rate of Network Specialist/Instructional Coach salary | | | |
| | 6500 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$1,767.15 |
| | | | Notes: Employee Benefits - Social Security Social Security calculated at 7.65% social security rate of Network Specialist/Instructional Coach salary | | | |

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| | 6300 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$1,767.15 |
| | | | <i>Notes: Employee Benefits - Social Security Social Security calculated at 7.65% social security rate of Network Specialist/Instructional Coach salary</i> | | | |
| | 6500 | 230-Group Insurance | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$3,466.13 |
| | | | <i>Notes: Employee Benefits - Insurance Group insurance for Network Specialist/Instructional Coach calculated at .23% of salary for life insurance and 50% of \$6,932.26/yr for health insurance</i> | | | |
| | 6300 | 230-Group Insurance | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$3,466.13 |
| | | | <i>Notes: Employee Benefits - Insurance Group insurance for Network Specialist/Instructional Coach calculated at .23% of salary for life insurance and 50% of \$6,932.26/yr for health insurance</i> | | | |
| | 5100 | 120-Classroom Teachers | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$46,250.00 |
| | | | <i>Notes: Retention bonus for teachers</i> | | | |
| | 5100 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$3,538.31 |
| | | | <i>Notes: Retention bonus for teachers Social Security @ 7.65%</i> | | | |
| | 5200 | 120-Classroom Teachers | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$10,000.00 |
| | | | <i>Notes: Retention Bonus for ESE Teachers</i> | | | |
| | 5200 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$765.04 |
| | | | <i>Notes: Retention bonus for ESE teachers Social Security @ 7.65 %</i> | | | |
| | 6120 | 120-Classroom Teachers | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$2,500.00 |
| | | | <i>Notes: Retention Bonus for Teachers Guidance</i> | | | |
| | 6120 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$191.26 |
| | | | <i>Notes: Retention bonus for teachers Guidance Social Security @ 7.65 %</i> | | | |
| | 6200 | 120-Classroom Teachers | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$1,250.00 |
| | | | <i>Notes: Retention Bonus for Teacher Media</i> | | | |
| | 6200 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$95.63 |
| | | | <i>Notes: Retention bonus for teacher Media Social Security @ 7.65 %</i> | | | |
| | 6300 | 120-Classroom Teachers | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$4,375.00 |
| | | | <i>Notes: Retention Bonus for Teachers</i> | | | |
| | 6300 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$334.71 |
| | | | <i>Notes: Retention bonus for teachers Social Security @ 7.65 %</i> | | | |

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| | 6500 | 120-Classroom Teachers | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$625.00 |
| | | | <i>Notes: Retention Bonus for Technology Teachers other</i> | | | |
| | 6500 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$47.82 |
| | | | <i>Notes: Retention bonus for Technology Teacher Social Security @ 7.65 %</i> | | | |
| | 7600 | 160-Other Support Personnel | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$5,000.00 |
| | | | <i>Notes: Retention Bonus for Teachers other</i> | | | |
| | 7600 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$382.52 |
| | | | <i>Notes: Retention bonus for teachers Social Security @ 7.65 %</i> | | | |
| | 7300 | 110-Administrators | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$2,500.00 |
| | | | <i>Notes: Retention bonus for school administrators (Principal and Asst. Principal)</i> | | | |
| | 7300 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$191.26 |
| | | | <i>Notes: Retention bonus for school administrator Social Security @ 7.65 %</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$24,000.00 |
| | | | <i>Notes: LSI Executive action team</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$3,200.00 |
| | | | <i>Notes: LSI Project leadership and supervision</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$3,200.00 |
| | | | <i>Notes: LSI Project Support</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$3,000.00 |
| | | | <i>Notes: LSI Year 3 Kick off day</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$24,000.00 |
| | | | <i>Notes: LSI School Leadership coaching</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$3,200.00 |
| | | | <i>Notes: LSI Leadership Support Ignite</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$6,000.00 |
| | | | <i>Notes: LSI Refining students center planning C4I</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$6,000.00 |
| | | | <i>Notes: LSI Amplifying Team effects C4I</i> | | | |

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| | 6400 | 310-Professional and Technical Services | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$3,000.00 |
| | | | <i>Notes: LSI Refining students center planning ignite</i> | | | |
| | 6400 | 360-Rentals | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$3,000.00 |
| | | | <i>Notes: LSI Amplifying Team effects</i> | | | |
| | 5100 | 360-Rentals | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$2,000.00 |
| | | | <i>Notes: LSI Reproduction Licence for materials</i> | | | |
| | 6400 | | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$3,000.00 |
| | | | <i>Notes: LSI Ignite PLC refining</i> | | | |
| | 6400 | 310-Professional and Technical Services | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$3,000.00 |
| | | | <i>Notes: LSI Ignite PLC amplifying</i> | | | |
| | 5100 | 360-Rentals | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$1,500.00 |
| | | | <i>Notes: LSI Growth tracker licence</i> | | | |
| | 5100 | 360-Rentals | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$2,500.00 |
| | | | <i>Notes: LSI Standard Tracker licence</i> | | | |
| | 6400 | 330-Travel | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$1,200.00 |
| | | | <i>Notes: Travel mileage/tolls/Parking/meals according to District rules for PLC Institute</i> | | | |
| | 6400 | 330-Travel | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$4,800.00 |
| | | | <i>Notes: PLC Institute Registration for 6 teachers (Grade level PLC Lead)</i> | | | |
| | 6400 | 120-Classroom Teachers | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$1,800.00 |
| | | | <i>Notes: Stipend for 6 teachers x 3 days to PLC institute</i> | | | |
| | 6400 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$137.70 |
| | | | <i>Notes: Social Security for PLC Institute @ 7.65%</i> | | | |
| | 6400 | 330-Travel | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$3,600.00 |
| | | | <i>Notes: Hotel accommodations for 6 teachers to attend PLC conference</i> | | | |
| | | | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$80,640.00 |
| | | | <i>Notes: OPS PLC once a week for 36 weeks for 56 teachers</i> | | | |
| | | | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$6,168.00 |
| | | | <i>Notes: OPS PLC Social Security @ 7.65% once a week for 36 weeks for 56 teachers</i> | | | |

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| | | | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$6,834.24 |
| | | | <i>Notes: OPS PLC Retirement @ 8.47% once a week for 36 weeks for 56 teachers</i> | | | |
| | 6400 | 330-Travel | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$10,500.00 |
| | | | <i>Notes: Administration Registrations to summits, FASA conferences and institutes for 3 administrators (Principal & 2 District Admin.)</i> | | | |
| | 6400 | 330-Travel | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$12,000.00 |
| | | | <i>Notes: Travel for Administrators to summits, FASA, conferences and institutes for 3 administrators (Principal & 2 District Admin.)</i> | | | |
| | 6400 | 100-Salaries | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$3,700.00 |
| | | | <i>Notes: 37 classroom teachers X 2 1/2 day subs for Professional Development training (LSI) @ \$100 per day</i> | | | |
| | 6400 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$283.05 |
| | | | <i>Notes: 37 classroom teachers X 2 1/2 day subs for Professional Development training (LSI) @ 7.65% social security per day</i> | | | |
| | | | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$11,200.00 |
| | | | <i>Notes: Stipend to 56 teachers attending 2 days @ \$100 for August 2019 pre-planning PD</i> | | | |
| | | | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$856.80 |
| | | | <i>Notes: Social Security for 56 Teachers stipend for pre-planning in August 2019 @ 7.65%</i> | | | |
| 2 | III.A. | Areas of Focus: Strengthen Tier 1 instruction in ELA to increase student literacy achievement | | | | \$27,233.70 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 510-Supplies | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$11,496.00 |
| | | | <i>Notes: Open Court Kits to focus on Kindergarten Phonics 6 classes at \$1,916 for kit and teacher guide materials</i> | | | |
| | 6400 | 120-Classroom Teachers | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$1,800.00 |
| | | | <i>Notes: Stipend for 6 teachers x 3 days to AVID institute</i> | | | |
| | 6400 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$137.70 |
| | | | <i>Notes: 6 teachers Social Security for AVID institute @ 7.65%</i> | | | |
| | 6400 | 330-Travel | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$900.00 |
| | | | <i>Notes: Travel milage/tolls/Parking for 6 teachers AVID institute</i> | | | |
| | 6400 | 330-Travel | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$5,400.00 |
| | | | <i>Notes: AVID Institute registration for 6 teachers (one per grade level)</i> | | | |

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| | 5100 | 642-Furniture, Fixtures and Equipment Non-Capitalized | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$7,500.00 |
| | | | Notes: Language Arts kits for after school programs to support science | | | |
| 3 | III.A. | Areas of Focus: Strengthen Tier 1 instruction in math to increase student math achievement | | | | \$7,500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 642-Furniture, Fixtures and Equipment Non-Capitalized | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$7,500.00 |
| | | | Notes: Math kits for after school programs to support science | | | |
| 4 | III.A. | Areas of Focus: Increase achievement in all sub-groups through systematic interventions for lowest quartile, Exceptional Student Education (ESE), English Language Learners (ELL), and under-performing students. | | | | \$246,056.18 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 120-Classroom Teachers | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$11,172.00 |
| | | | Notes: 7 Teachers salary for Homework diner after school for 20 weeks X one day week X 3 hours @ \$26.60 | | | |
| | 5100 | 210-Retirement | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$945.00 |
| | | | Notes: 7 Teachers salary for Homework diner after school for 20 weeks X one day week X 3 hours @ \$2.25 OPS Retirement @ 8.47% | | | |
| | 5100 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$852.60 |
| | | | Notes: 7 Teachers salary for Homework diner after school for 20 weeks X one day week X 3 hours @ \$2.03 OPS Social Security @ 8.47% | | | |
| | 5100 | 120-Classroom Teachers | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$143,640.00 |
| | | | Notes: After school remediation program 5 times a week x 3.0 hours x 10 teachers @\$26.60 | | | |
| | 5100 | 210-Retirement | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$12,150.00 |
| | | | Notes: After school remediation program 5 times a week x 3.0 hours x 10 teachers Retirement @ 8.47% @ \$2.25 | | | |
| | 5100 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$10,962.00 |
| | | | Notes: After school remediation program 5 times a week x 3.0 hours x 10 teachers Social Security @ 7.65% @ \$2.03 | | | |
| | 5100 | 642-Furniture, Fixtures and Equipment Non-Capitalized | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$31,200.00 |
| | | | Notes: 60 laptop computers for two remediation computer labs for after school and school day intervention/ESE pull out to work with level 1 and 2 students. One lab for primary K-grade 2, on for elementary grades 3-5. | | | |
| | 5100 | 641-Furniture, Fixtures and Equipment Capitalized | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$2,750.00 |
| | | | Notes: 2 laptop charging carts for two remediation computer labs for after school and school day intervention/ESE pull out to work with level 1 and 2/ Tier 3 students. One lab for primary K-grade 2, on for elementary grades 3-5. | | | |

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| | 5100 | 510-Supplies | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$32,384.58 |
| | | | <i>Notes: Supplies for afterschool programs (5 Day a week remediation/enrichment, once a week Homework Diner) such as STEM support items, books, workbooks, chart paper, markers, color pencil, copy paper, post its, toner</i> | | | |
| 5 | III.A. | Areas of Focus: Strengthen systems school wide for behavior and attendance | | | | \$25,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5200 | 510-Supplies | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$25,000.00 |
| | | | <i>Notes: Set up a classroom to create a social-emotional learning enviroment within the school hours to support the work done by the Behavior Specialist that will include re-teaching behavior expectations and continue to support the self-regulation curriculum (Zones of Regulations).</i> | | | |
| 6 | III.A. | Areas of Focus: Increase proficiency in Science | | | | \$39,989.08 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 642-Furniture, Fixtures and Equipment Non-Capitalized | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$7,470.00 |
| | | | <i>Notes: Robotics kits for after school programs to support science</i> | | | |
| | 5100 | 642-Furniture, Fixtures and Equipment Non-Capitalized | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$7,050.00 |
| | | | <i>Notes: STEM science kits for after school programs to support science</i> | | | |
| | 5100 | 510-Supplies | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$2,500.00 |
| | | | <i>Notes: Science Materials to support Literacy and Science Boot Camp</i> | | | |
| | 5100 | 730-Dues and Fees | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$13,050.00 |
| | | | <i>Notes: 3rd, 4th and 5th grade day STEM field trips to Orlando Science Center 120 students + 25 chaporones/teachers X \$30 X 3 grade level trips</i> | | | |
| | 5100 | 730-Dues and Fees | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$9,425.00 |
| | | | <i>Notes: 5th grade day Science field trip to NASA Space Center 120 students + 25 chaporones/teachers X \$65</i> | | | |
| | 5100 | 120-Classroom Teachers | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$425.60 |
| | | | <i>Notes: Science 5th grade Bootcamp for 1 week review FSA skills prior to testing (2 Teachers x 4 days x 2 hrs)</i> | | | |
| | 5100 | 210-Retirement | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$36.00 |
| | | | <i>Notes: OPS Science Bootcamp Retirement @ 8.47 %</i> | | | |
| | 5100 | 220-Social Security | 0061 - Central Avenue Elementary Schl | SIG 1003 | | \$32.48 |
| | | | <i>Notes: OPS Science Bootcamp Social Security @ 7.65 %</i> | | | |
| Total: | | | | | | \$750,000.00 |