

School District of Osceola County, FL

# Kissimmee Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Kissimmee Elementary School

3700 W DONEGAN AVE, Kissimmee, FL 34741

www.osceolaschools.net

## Demographics

Principal: Nathan Deright

Start Date for this Principal: 7/18/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: B (60%) 2017-18: A (66%) 2016-17: A (67%) 2015-16: B (59%) 2014-15: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* 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](http://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.

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## Kissimmee Elementary School

3700 W DONEGAN AVE, Kissimmee, FL 34741

[www.osceolaschools.net](http://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	92%
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	B	A	A	B

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<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.

Kissimmee Elementary School will provide an enriched and rigorous learning environment within a diverse community where all children succeed.

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

Kissimmee Elementary will outperform all other elementary schools in 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
Noyes, David	Principal	To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Miller, Amy	Instructional Coach	To provide instructional support, professional development, and data analysis in all content areas in order to ensure high levels of achievement and learning gains in ELA, Math and Science.
Perez, Adah	Assistant Principal	To assist the principal in the operation and management of all activities and functions which occur within a school. To assist the principal in all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To serve as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Durinick, Candace	Instructional Coach	To provide instructional support, professional development, and data analysis in all content areas in order to ensure high levels of achievement and learning gains in ELA, Math and Science. To provide small group instruction for students identified as part of the lowest quartile in ELA.

### 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	127	143	180	174	163	181	0	0	0	0	0	0	0	968
Attendance below 90 percent	7	11	8	18	11	7	0	0	0	0	0	0	0	62
One or more suspensions	0	1	3	3	2	0	0	0	0	0	0	0	0	9
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	4	52	58	0	0	0	0	0	0	0	114

**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	2	4	5	0	0	0	0	0	0	12

**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	4	0	0	0	0	0	0	0	0	4
Students retained two or more times		0	0	0	0	0	1	0	0	0	0	0	0	1

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

71

**Date this data was collected or last updated**

Thursday 10/3/2019

**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	0	0	0	0	5	6	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	3	2	0	0	0	0	0	0	0	5
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	9	13	0	0	0	0	0	0	0	22

**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	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	5	6	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	3	2	0	0	0	0	0	0	0	5
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	9	13	0	0	0	0	0	0	0	22

**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	0	0	0	0	0	0	0	0	0	0	0	

## 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	52%	53%	57%	47%	53%	55%
ELA Learning Gains	64%	56%	58%	58%	55%	57%
ELA Lowest 25th Percentile	55%	51%	53%	62%	53%	52%
Math Achievement	69%	55%	63%	73%	57%	61%
Math Learning Gains	71%	59%	62%	78%	58%	61%
Math Lowest 25th Percentile	59%	45%	51%	76%	49%	51%
Science Achievement	49%	49%	53%	73%	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	127 (0)	143 (0)	180 (0)	174 (0)	163 (0)	181 (0)	968 (0)
Attendance below 90 percent	7 (0)	11 (0)	8 (0)	18 (0)	11 (5)	7 (6)	62 (11)
One or more suspensions	0 (0)	1 (0)	3 (0)	3 (0)	2 (3)	0 (2)	9 (5)
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)	4 (0)	52 (9)	58 (13)	114 (22)

### 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	38%	51%	-13%	58%	-20%
	2018	43%	51%	-8%	57%	-14%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	49%	51%	-2%	58%	-9%
	2018	33%	48%	-15%	56%	-23%
Same Grade Comparison		16%				
Cohort Comparison		6%				
05	2019	36%	48%	-12%	56%	-20%
	2018	46%	50%	-4%	55%	-9%
Same Grade Comparison		-10%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	54%	6%	62%	-2%
	2018	54%	51%	3%	62%	-8%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	67%	53%	14%	64%	3%
	2018	62%	53%	9%	62%	0%
Same Grade Comparison		5%				
Cohort Comparison		13%				
05	2019	47%	48%	-1%	60%	-13%
	2018	74%	52%	22%	61%	13%
Same Grade Comparison		-27%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	36%	45%	-9%	53%	-17%
	2018	54%	49%	5%	55%	-1%
Same Grade Comparison		-18%				
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	28	50	67	47	64	65	36				

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	47	62	54	66	70	59	41				
BLK	36	64		56	91						
HSP	53	62	56	69	70	57	46				
WHT	61	72		81	72		67				
FRL	46	62	59	63	67	58	43				
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	41	66	61	58	73	65	38				
ELL	37	58	61	62	75	69	51				
BLK	43	38		74	75						
HSP	51	63	58	73	80	67	67				
WHT	56	64		86	84		75				
FRL	49	58	53	72	78	63	62				
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	16	56	58	40	72	73	42				
ELL	30	54	58	62	76	75	51				
BLK	22	44		54	73						
HSP	47	59	60	73	78	76	72				
WHT	70	55		87	82						
FRL	44	57	61	72	78	74	68				

### 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)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	484
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	58
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	62
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	60
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	71
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	57
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.**

ELA students in the lowest quartile declined five percentage points from the previous year as identified by FSA (60% to 55%). The needs of the lowest performing students in ELA are not being met during Guided Reading. Classroom teachers are not providing specific differentiation when meeting with students in small group for this subcategory.

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

Science demonstrated the greatest decline (-18%) as identified by the Statewide Science Assessment. The inclusion of the FAIR game standards were not as strongly supported in classroom instruction. In addition the content was taught in isolation with little connection between standards/real world scenarios. We recognize that this core group of students struggled with reading informational passages which proved to be a disadvantage to their performance in science.

**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.**

FSA ELA achievement demonstrated the greatest gap when compared to the state average (17% gap raw data). The identified trend that continues to impact student achievement is directly related to the lack of on level readers that come from the lower house of elementary to the upper grades in elementary. This lack of foundational skills inhibits students from reading on grade level, which directly impacts student achievement.

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

FSA ELA achievement for SWD/ESE demonstrated the highest improvement with a gain of three percentage points. The targeted interventions implemented during the 2018-2019 academic year were inclusive of this subgroup. Students were strategically placed in general education classrooms in order to provide support. The data was reviewed monthly allowing for appropriate adjustments to the interventions implemented.

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

52 students in the 4th grade and 58 students in the 5th grade scored at a level 1 as determined by the FSA Reading assessment. In addition, four students in the 3rd grade have been previously retained in the 3rd grade. As a result, the identified students are involved in weekly interventions specific to the needs of each student in order to close the achievement gap. Students are continuously monitored for growth and instruction is adjusted in order to meet their identified needs.

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

1. ELA Learning Gains (lowest quartile)
2. Learning Gains in ELA for SWD
3. Science Proficiency
4. Learning Gains in Math (lowest quartile)
5. Increase proficiency in ELA for ELL students

**Part III: Planning for Improvement****Areas of Focus:**

#1	
<b>Title</b>	<p>Ensure high levels of learning for all students in ELA (ESE/ELL Proficiency)</p> <p>Based on FSA results, 52% of students were proficient in ELA. Our goal is to increase this by 3% points.</p>
<b>Rationale</b>	<p>Based on FSA results, we decreased the percentage of students demonstrating a learning gain in this subgroup by 5% from 2018 to 2019. Classroom teachers did not have a clear understanding of how to develop a systematic, targeted approach to purposeful instruction that meets the individual needs of students. In addition, teachers did not appropriately identify students in this subcategory on an ongoing basis.</p> <p>Based on FSA results, 50% of ESE students demonstrated a learning gain in this subgroup in the 2018 to 2019 testing year in ELA. We acknowledge that teachers were unclear and VE support staff/IND teachers neglected their use of appropriate targeted interventions.</p> <p>Based on FSA results, 17% of ELL students demonstrated proficiency. The goal is to increase this by 3% points through targeted weekly interventions.</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>Our goal is to increase in all subcategories in this area by 5% by the end of the 2019-2020 academic year.</p>
<b>Person responsible for monitoring outcome</b>	<p>Adah Perez (adah.perez@osceolaschools.net)</p>
<b>Evidence-based Strategy</b>	<p>Next Steps to Guided Reading provides a research based approach to literacy with proven success when implemented with fidelity. Classroom teachers will implement the various components of this particular guided reading program to ensure they are attending all aspects of literacy.</p> <p>Corrective Reading and LLI provide a research based approach to literacy with proven success when implemented with fidelity. This particular program will be implemented to assist in the academic growth of our ELL/ESE students as well as our general education students that scored a Level 1 as identified by the FSA.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>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.</p>
<b>Rationale for Evidence-</b>	<p>If teachers appropriately plan for ELA instruction utilizing the Next Steps to Guided Reading and targeted interventions are implemented and monitored with fidelity, then student achievement increases.</p>

**based  
Strategy**

Action Step	
<b>Description</b>	<div>1. Develop and provide systematic approach to meeting the needs of students in lowest 25%</div> <div>2. Identify trends through the implementation of the NSTGR lesson plan</div> <div>3. Increase the frequency of grade level data chats in order to monitor this subcategory on an ongoing basis</div> <div>4. Monitor PLC discussions/action steps regarding the students in this subcategory</div> <div>5. Create an interventionist position that will provide targeted small group instruction for students and appropriate guidance for classroom teachers</div>
<b>Person Responsible</b>	Amy Miller (amy.miller@osceolaschools.net)



#2	
<b>Title</b>	Ensure high levels of science achievement for all students
<b>Rationale</b>	Based on the statewide science assessment results, 49% of students were determined to be proficient on this assessment. This is a decrease of 18% points from the previous school year. It is our goal to increase the overall proficiency level of students in 5th grade by 21% points (70%).
<b>State the measurable outcome the school plans to achieve</b>	Student proficiency will increase from 49% to 70% by the end of the 2019-2020 academic school year.
<b>Person responsible for monitoring outcome</b>	Adah Perez (adah.perez@osceolaschools.net)
<b>Evidence-based Strategy</b>	<p>Engaging students in cognitively complex, inquiry based tasks aligned to the grade level standard(s) is essential to the development of a solid foundation for scientific understanding. By implementing cross-curricular inquiry based scientific tasks that support the complexity of the standard and build autonomy and problem solving in students, student achievement will increase.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>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.</p>
<b>Rationale for Evidence-based Strategy</b>	If classroom teachers appropriately plan for rigorous and inquiry based tasks, and allow students to productively struggle toward standard attainment through appropriate scaffolding and cross-curricular connections of the content, then student understanding of scientific concepts will increase thus increasing student achievement.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Develop small group instruction focused on specific reading strategies that can be implemented during science class to ensure understanding of the information text.</li> <li>2. Ensure that students are engaged in hands-on exploration of the content when appropriate</li> <li>3. Engage students in science wars as a means of review/preparation on a consistent basis</li> <li>4. Collect walk through data/trends with regard to science instruction in order to provide timely actionable feedback consistently</li> </ol>
<b>Person Responsible</b>	Amy Miller (amy.miller@osceolaschools.net)

#3	
<b>Title</b>	Ensure high levels of mathematics achievement for all students
<b>Rationale</b>	Based on FSA mathematics results, 69% of students were proficient on the state assessment. It is our goal to increase the overall proficiency level of students in 3rd to 5th grade by 6% points (75%).
<b>State the measurable outcome the school plans to achieve</b>	Student proficiency will increase from 69% to 75% by the end of the 2019-2020 academic school year.
<b>Person responsible for monitoring outcome</b>	Adah Perez (adah.perez@osceolaschools.net)
<b>Evidence-based Strategy</b>	<p>Engaging students in cognitively complex mathematical tasks aligned to the grade level standard(s) is essential to the development of a solid foundation for more complex mathematics. By implementing mathematical tasks that support complexity of the standard and build autonomy in students, student achievement will increase.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>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.</p>
<b>Rationale for Evidence-based Strategy</b>	If classroom teachers appropriately plan for rigorous standard based mathematical tasks and allow students to productively struggle toward standard attainment through appropriate scaffolding of content, then student understanding of mathematical concepts will increase thus increasing student achievement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify classroom trends with regard to task-standard alignment and levels of engagement in mathematics</li> <li>2. Provide professional development in support of the adopted mathematics text</li> <li>3. Provide coach support for teachers that need additional guidance with the implementation of standards-based instruction</li> <li>4. Utilization of district and school based mathematical assessment results to drive instruction</li> <li>5. Monitor and provide teachers with timely actionable feedback on a consistent basis in order to shift academic instruction as necessary</li> </ol>
<b>Person Responsible</b>	David Noyes (david.noyes@osceolaschools.net)

#4	
<b>Title</b>	Ensure a schoolwide post-secondary culture for all students
<b>Rationale</b>	KMES is committed to providing rigorous, relevant, and differentiated opportunities for all students in an environment that promotes college and career readiness.
<b>State the measurable outcome the school plans to achieve</b>	Post-secondary culture refers to the environment, attitudes, and practices in schools and communities that encourage students and families to obtain the information, tools, and perspective to enhance access to and success in post-secondary education. If Kissimmee Elementary exposes their students to the post high school career options, ranging from college to technical training, and trade schools, they will be more likely to choose a Middle School 6th grade elective or club geared toward achieving their post-secondary goals.
<b>Person responsible for monitoring outcome</b>	Adah Perez (adah.perez@osceolaschools.net)
<b>Evidence-based Strategy</b>	<p>Kissimmee Elementary will convey the expectation that all students can prepare for the opportunity to attend and be successful in post-secondary education as related to college and career goals. The school culture and climate directly affect student learning and engagement as well as college and career aspirations and preparation. Kissimmee Elementary will set high expectations, nurture the development of a growth mindset, and ensure academic preparations and tools are present, so students will meet or exceed expected academic results.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>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.</p>
<b>Rationale for Evidence-based Strategy</b>	Kissimmee Elementary will operate with a culture/environment or practice within the school and its surrounding community that encourages students and families to obtain the information, tools, and perspective to enhance access to and success in post-secondary education.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Guidance Counselor will provide character education schoolwide during block to begin 8/19/19.</li> <li>2. Block teachers will provide students with specific instruction on STEAM components and Majors of their choice to start on 8/26/19.</li> <li>3. The school will host community engagement events during and after school to provide information for post-secondary opportunities available to their student.</li> <li>4. Students in the fifth grade will attend a series of seminars/presentations on various career options available to them within the community upon graduation.</li> <li>5. A relationship will be formed with the Arts and Music department of the neighboring</li> </ol>

middle school in an effort to expose students to program and club options upon being promoted to sixth grade.

**Person Responsible** Candace Durinick (durinicc@osceola.k12.fl.us)

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#5	
<b>Title</b>	Strengthen collaborative processes/PLC
<b>Rationale</b>	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.
<b>State the measurable outcome the school plans to achieve</b>	<p>All ELA, Reading, Math, and Science PLCs will be at Stage 5 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 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020.</p> <p>ELA, Math, proficiency and gains will increase by 5-8% in all sub groups.</p> <p>Science proficiency will increase by 21 points overall (49% to 70%).</p>
<b>Person responsible for monitoring outcome</b>	<p>David Noyes (david.noyes@osceolaschools.net)</p> <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>
<b>Evidence-based Strategy</b>	<p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>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.</p> <ol style="list-style-type: none"> <li>1. Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.</li> <li>2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. Formative assessment scores for Math, ELA, and Science PLCs.</li> <li>3. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</li> <li>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.</li> </ol> <p>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 increases.</p>
<b>Rationale for Evidence-based Strategy</b>	
<b>Action Step</b>	

<b>Description</b>	1.Schools PLC teams will meet monthly during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a collaborative team.
	2. Principal and assistant principal will conduct weekly walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC.
	3.Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.
	4. School City 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.
	5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.
	6. A PLC Guiding Coalition will be formed to oversee the process.
	7. District formative assessments will be given every four and a half weeks in all accountability areas.
	8. Principals will present within their schoolwide PLC a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020).
<b>Person Responsible</b>	Adah Perez (adah.perez@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).**

## 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 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.**

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.

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

The MTSS team meets monthly to review school wide data and data pertaining to students receiving MTSS interventions. Upon review of identified students, the committee makes recommendations based on the identified needs.

**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 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.**

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.

**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 character education for all students K-5th.

## Part V: Budget

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

1	III.A.	Areas of Focus: Ensure high levels of learning for all students in ELA (ESE/ELL Proficiency)				\$113,782.22
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	100-Salaries	0042 - Kissimmee Elementary School	Title, I Part A		\$61,947.22
			Notes: Ms. Mendez provides small group interventions and professional development for our staff. She also guides the MTSS process and provides the necessary coach support for the interventions that are implemented in the classroom in support of our Tier 2 and Tier 3 students.			
	5100	100-Salaries	0042 - Kissimmee Elementary School	Title, I Part A		\$51,835.00
			Notes: Mr. Kane provides small group interventions for students in the lowest quartile in grades 3rd-5th.			
2	III.A.	Areas of Focus: Ensure high levels of science achievement for all students				\$0.00
3	III.A.	Areas of Focus: Ensure high levels of mathematics achievement for all students				\$56,553.47
	Function	Object	Budget Focus	Funding Source	FTE	2019-20



	5100	1020-DEFAULT AVERSION FEE	0042 - Kissimmee Elementary School	Title, I Part A		\$56,553.47
			<i>Notes: Title I funds are utilized to cover Ms. Miller's salary. She provides academic coach support and professional development for classroom teachers as well as small group intervention for math students.</i>			
4	III.A.	Areas of Focus: Ensure a schoolwide post-secondary culture for all students				\$0.00
5	III.A.	Areas of Focus: Strengthen collaborative processes/PLC				\$0.00
					Total:	\$170,335.69