Reedy Creek Elementary School

2019-20 Schoolwide Improvement Plan

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Reedy Creek Elementary School

5100 EAGLES TRL, Kissimmee, FL 34758

www.osceolaschools.net

Demographics

Principal: Katie Adams

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 (52%) 2017-18: C (51%) 2016-17: B (55%) 2015-16: B (59%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

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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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	78%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	B

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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.

Reedy Creek Elementary School, in alliance with family and community, will provide a positive, safe environment where children will be challenged academically to become lifelong learners and respectful, contributing members of an ever changing, diverse society.

Provide the school's vision statement.

At Reedy Creek we care enough about our students to make sure we meet the individual needs of every student.

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
Godin, Timi	Principal	Instructional and organizational leader of the school. Guides and facilitates all stakeholders to ensure student achievement.
Hennessy, William	Assistant Principal	Assists principal in attaining goals regarding student achievement. Acts as leader of school in absence of principal.
Sanders, Erica	Instructional Coach	Literacy coach who is responsible for assisting teachers with reading and writing curriculum including but not limited to providing resources, modeling lessons through coaching cycles, providing feedback, and conducting professional development.
Langley, Ashlee	Instructional Coach	Math and science coach who is responsible for assisting teachers with math and science curriculum including but not limited to providing resources, modeling lessons through coaching cycles, providing feedback, and conducting professional development.
Lacey, Jessica	School Counselor	Responsible for providing social emotional support, mental health counseling, career and college readiness coaching and academic support to all students through a multi-tiered system of support.
Singh, Klran	School Counselor	Responsible for providing social emotional support, mental health counseling, career and college readiness coaching and academic support to all students through a multi-tiered system of support.
Hennighan, Deann	Instructional Coach	Multi-tiered system of support coach responsible for facilitating MTSS in academics and behavior for all students as well as identify an early warning system.
Beahm, Michael	Teacher, K-12	K-2 Interventionist responsible for providing intensive interventions in reading and math to students in grades kindergarten through second.
Noyes, Kimberly	Teacher, K-12	3-5 Interventionist responsible for providing intensive interventions in reading and math to students in grades third through fifth.

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	136	147	139	155	150	191	0	0	0	0	0	0	0	918
Attendance below 90 percent	0	0	0	2	0	1	0	0	0	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	5	16	23	5	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	3	31	26	0	0	0	0	0	0	0	60

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	5	11	23	21	0	0	0	0	0	0	0	60

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	5	3	6	0	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	1	3	1	6	1	1	0	0	0	0	0	0	0	13

FTE units allocated to school (total number of teacher units)
54

Date this data was collected or last updated
Monday 10/7/2019

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	34	31	32	28	28	0	0	0	0	0	0	0	191
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
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	1	1	12	0	0	0	0	0	0	0	0	14

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	9	1	1	12	2	0	0	0	0	0	0	0	25

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	34	31	32	28	28	0	0	0	0	0	0	0	191
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
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	1	1	12	0	0	0	0	0	0	0	0	14

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	9	1	1	12	2	0	0	0	0	0	0	0	25

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	54%	53%	57%	52%	53%	55%
ELA Learning Gains	59%	56%	58%	52%	55%	57%
ELA Lowest 25th Percentile	56%	51%	53%	54%	53%	52%
Math Achievement	52%	55%	63%	59%	57%	61%
Math Learning Gains	56%	59%	62%	63%	58%	61%
Math Lowest 25th Percentile	44%	45%	51%	54%	49%	51%
Science Achievement	45%	49%	53%	51%	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	136 (0)	147 (0)	139 (0)	155 (0)	150 (0)	191 (0)	918 (0)
Attendance below 90 percent	0 (38)	0 (34)	0 (31)	2 (32)	0 (28)	1 (28)	3 (191)
One or more suspensions	0 (0)	0 (0)	0 (1)	0 (0)	0 (0)	0 (0)	0 (1)
Course failure in ELA or Math	0 (0)	0 (0)	5 (0)	16 (0)	23 (0)	5 (0)	49 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (1)	3 (1)	31 (12)	26 (0)	60 (14)

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	48%	51%	-3%	58%	-10%
	2018	49%	51%	-2%	57%	-8%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	51%	51%	0%	58%	-7%
	2018	46%	48%	-2%	56%	-10%
Same Grade Comparison		5%				
Cohort Comparison		2%				
05	2019	52%	48%	4%	56%	-4%
	2018	41%	50%	-9%	55%	-14%
Same Grade Comparison		11%				
Cohort Comparison		6%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	54%	-11%	62%	-19%
	2018	49%	51%	-2%	62%	-13%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	56%	53%	3%	64%	-8%
	2018	57%	53%	4%	62%	-5%
Same Grade Comparison		-1%				
Cohort Comparison		7%				
05	2019	45%	48%	-3%	60%	-15%
	2018	50%	52%	-2%	61%	-11%
Same Grade Comparison		-5%				
Cohort Comparison		-12%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	40%	45%	-5%	53%	-13%
	2018	32%	49%	-17%	55%	-23%
Same Grade Comparison		8%				
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	29	50	53	33	59	56	29				

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	44	54	49	42	54	41	38				
BLK	53	63		40	43	25	44				
HSP	52	58	53	51	59	44	40				
MUL	64	18		64	45						
WHT	59	62	58	60	56	64	56				
FRL	50	56	51	49	51	38	36				

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	37	53	36	39	68	58	48				
ELL	44	56	51	49	67	65	27				
ASN	60			80							
BLK	40	48		43	43		21				
HSP	48	54	49	54	60	52	33				
MUL	63	45		63	64						
WHT	59	60	42	62	67	53	53				
FRL	47	50	45	53	58	50	33				

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	9	41	35	26	56	57	18				
ELL	44	52	61	55	64	64	30				
BLK	48	45		42	40		36				
HSP	50	51	60	57	64	57	44				
MUL	64			73							
WHT	53	56	36	64	68	50	72				
FRL	47	51	52	56	61	57	45				

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	53
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	57
Total Points Earned for the Federal Index	423
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	47
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	45
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	51
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	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	60
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	48
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.

Math learning gains of the lowest 25% were at 44% in 2018-19 which was our lowest data component.

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

Math learning gains of the lowest 25% dropped from 49% in 2017-18 to 44% 2018-19. Our team believes we need to reassess our tier one instruction and our intensive interventions for math.

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.

Third grade math proficiency at Reedy Creek was 43% and the state average for third grade was 62%. We believe that we need to reassess our support model for content with our new third grade teachers.

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

Reading learning gains of the lowest 25% improved from 47% in 2017-18 to 56% in 2018-19. We placed a greater emphasis on guided reading and evidence based writing.

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

Attendance and tardiness need to be remedied at our school so that students are not missing instructional time.

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

1. Lowest 25% Math
2. Math Learning Gains
3. 3rd Grade Math Achievement
4. ELL Achievement in ELA and Math
5. ESE Math Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of learning for all students in the area of literacy and increase learning gains on the 2019-2020 FSA.
Rationale	We have increased our ELA proficiency and learning gain percentage in 2018-2019 but have potential to grow our student subgroups exponentially; specifically our ESE and ELL students. By increasing in these subgroups, we will increase our likelihood of being a high performing school.
State the measurable outcome the school plans to achieve	-Increase our ELA lowest 25% learning gains to 60% on the 2019-2020 FSA. -Increase our ELA learning gains to 62% on the 2019-2020 FSA. -Increase our ELA achievement to 57% on the 2019-2020 FSA. -Increase our ELL ELA achievement to 20% on the 2019-2020 FSA. -Increase our ESE ELA achievement to 34 % on the 2019-2029 FSA.
Person responsible for monitoring outcome	Erica Sanders (erica.sanders@osceolaschools.net)
Evidence-based Strategy	Teachers will use data from Next Step Guided Reading Assessments (NSGRA) and DIBELS to guide classroom instruction. Teachers will use effective ESE strategies, ELLevation, and AVID strategies to reach all learners.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. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 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 use student data from NSGRA and DIBELS assessments to guide instruction, then students will receive differentiation based on their needs to increase academic achievement.
Action Step	
Description	1. Literacy coach will meet with grade level PLCs to plan lessons based on data. 2. Literacy coach will provide professional development on guided reading and effective reading instruction strategies. 3. Literacy coach will model lessons for teachers. 4. Leadership team will conduct classroom walk-throughs to ensure that teachers are using resources from the curriculum 5. Interventionists will support students in small groups based on areas of need. 6. Teacher teams will meet each month 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. 7. 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. 8. Students will be provided Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis. 9. Students will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency. 10. Professional development will be conducted throughout the year to build shared

knowledge of highly effective ELA instruction. Tier 1 Core Instruction will be strengthened by the provision of ongoing professional development provided by the District for all grades K-8.

11. 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. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

12. All students will be monitored using the DIBELS Universal Screener at the beginning of the year, Osceola Writes three times a year, Next Steps to Guided Reading Assessment three times a year, and district formative assessments quarterly.

13. District formative assessments will be given every four and a half weeks in all accountability areas.

14. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable.

15. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs.

16. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS.

Person Responsible Erica Sanders (erica.sanders@osceolaschools.net)

#2	
Title	Ensure high levels of learning for all students in the area of math and increase learning gains on the 2019-2020 FSA.
Rationale	Our overall proficiency in math dropped from 56% in 2017-2018 to 52% in 2018-2019. Contributing to this drop was our third grade achievement level which was at 43%, 19 points lower than the state average. Learning gains of our lowest 25% in math dropped from 49% in 2017-2018 to 44% in 2018-2019. Additionally, we had a significant drop in achievement levels and learning gains in our ESE and ELL student subgroups in 2018-2019.
State the measurable outcome the school plans to achieve	-Increase our Math lowest 25% learning gains to 50% on the 2019-2020 FSA. -Increase our Math learning gains to 60% on the 2019-2020 FSA. -Increase our Math achievement to 57% on the 2019-2020 FSA. -Increase our ELL Math achievement to 30% on the 2019-2020 FSA. -Increase our ESE Math achievement to 30% on the 2019-2029 FSA.
Person responsible for monitoring outcome	Ashlee Langley (ashlee.langley@osceolaschools.net)
Evidence-based Strategy	Teachers will use enVision mathematics curriculum and data from common formative assessments to inform instruction. Teachers will use ESE, ELLevation, and AVID strategies to reach all learners. 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. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 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 the mathematics curriculum with fidelity and use data to drive instruction, then student achievement will increase.
Action Step	
Description	1. Math/Science coach will provide professional development on curriculum resources. 2. Math/Science coach will model lessons for teachers. 3. Leadership team will conduct walk-throughs to monitor implementation of mathematics curriculum and unit maps. 4. Leadership team will analyze data to make informed decisions that will promote student achievement. 5. Interventionists will support students in small groups based on areas of need. 6. Math formative assessments will be on-going throughout the school year. Students will be assessed through PLC and district created assessments, checklists (Success Criteria), and fluency checks. Assessments will be analyzed by PLCs and Math Coach to monitor effectiveness of instruction. Coaching support will be offered by the Math Coach. 7. Teachers will provide interventions for Enrichment, Tier 1, Tier 2, and Tier 3 in math. Math tier 2 interventions will occur within math instruction by grade level math teachers and tier 3 interventions will occur outside the math block using an interventionist or math coach. 8. Individual data chats will be conducted with the leadership team three times during the school year to ensure teachers have guidance pertaining to instructional choices made for

individual students. Data chats are also an opportunity for the leadership to be involved in the monitoring of specific students and recognize grade level or content specific trends across the school.

9. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.

10. District formative assessments will be given every four and a half weeks in all accountability areas.

11. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable.

12. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs.

13. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS.

Person Responsible Ashlee Langley (ashlee.langley@osceolaschools.net)

#3	
Title	Ensure high levels of learning for all students in area of science.
Rationale	Our science achievment improved from 37% in 2017-2018 to 45% in 2018-2019. However, our goal for achievement was 50% for 2018-19. The leadership team at Reedy Creek Elementary believes that with more support we can attain our goal of 50% proficiency in 2019-20.

State the measurable outcome the school plans to achieve	Increase science achievement from 45% to 50% on the 2019-20 FCAT.
Person responsible for monitoring outcome	Ashlee Langley (ashlee.langley@osceolaschools.net)
Evidence-based Strategy	Teachers will use 5E model and other research- and standards-based resources to provide Science instruction that will increase student achievement. Teachers will also incorporate ESE, ELL, and AVID strategies to meet the needs of all learners. 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. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 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 use standards-based resources and data from Science Progress Monitoring assessments to guide instruction, then student achievement will increase.

Action Step	
Description	1. Math/Science coach will plan with grade level PLCs. 2. Leadership team will visit classrooms to monitor implementation of resources. 3. Math/Science coach will provide teachers with resources to conduct hands-on activities. 4. Science content will be integrated into the literacy block. 5. AVID site team will help coordinate continued WICOR Wednesday initiative. 6. Individual data chats will be conducted with the leadership team three times during the school year to ensure teachers have guidance pertaining to instructional choices made for individual students. Data chats are also an opportunity for the leadership to be involved in the monitoring of specific students and recognize grade level or content specific trends across the school. 7. Tier 2 Interventions - Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to sharpen their comprehension. 8. Data Tracking Student by Standard - Teachers will tracker essential standards. After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning. 9. Monitor and Support - During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs. 10. Students will track their own learning through teacher provided success criteria

11. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.
12. District formative assessments will be given every four and a half weeks in all accountability areas.
13. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable.
14. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs.
15. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS.

Person Responsible Ashlee Langley (ashlee.langley@osceolaschools.net)

#4	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	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.
State the measurable outcome the school plans to achieve	-All grade level 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. -All PLCs will be at stage 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020. -ELA, Math, proficiency and gains will increase by 3% in all sub groups. -Science proficiency will increase by 3% in all sub groups
Person responsible for monitoring outcome	Timi Godin (timi.godin@osceolaschools.net)
Evidence-based Strategy	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. Monitoring - 1. Administration, PLC Lead, and PLC Guided 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 weekly. 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 check in on progress of the Area of Focus through the School Stocktake Model. 5. 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. 6. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 7. 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 will increase.
Action Step	

Description

1.Schools PLC's teams will meet each month 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 (s) will conduct daily 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.

Person Responsible Timi Godin (timi.godin@osceolaschools.net)

#5	
Title	Ensure a school wide post secondary culture for all students.
Rationale	By creating a post secondary culture for our students, we will be providing the tools, self efficacy, social-emotional and critical thinking skills they need to succeed in 21st century society.

State the measurable outcome the school plans to achieve	We would like to see evidence of AVID based instructional strategies in more than 60% of classrooms. We would like to increase our overall school culture of college and career readiness.
Person responsible for monitoring outcome	William Hennessy (william.hennessy@osceolaschools.net)
Evidence-based Strategy	Teachers will implement AVID strategies in classroom instruction to promote student achievement. 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. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 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 AVID strategies to reach all learners, then students will grow in writing, inquiry, collaboration, organization, and reading to promote college and career readiness.

Action Step	
Description	1. The school leadership team will collect data during school walk-throughs to document the use of AVID strategies in classrooms. 2. Beginning in September, school counselors will complete career lessons with fifth grade students. 3. School Counselors and AVID site team will promote student involvement in College and Career Week. 4. Students will be exposed to AVID and college opportunities beyond elementary school, such as Valencia Community College and Poinciana High School AVID. 5. School counselors and AVID site team encourage an atmosphere of college and career readiness (Wednesday college shirt day, classroom decor, etc.) 6. AVID site team provides professional development for new teachers. 7. AVID site team meets on a monthly basis to discuss school-wide AVID implementation.
Person Responsible	William Hennessy (william.hennessy@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 our Parent and 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 training provided by the school. The school uses the notes from 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.

Each week our MTSS Coach and the Problem Solving Team reviews students in specified tiers, teacher concerns and new data when it is gained. Based on data we adjust the tier intervention, add more students into the MTSS process, progress monitor students who are being successful or determine if there needs to be a change school wide.

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: Ensure high levels of learning for all students in the area of literacy and increase learning gains on the 2019-2020 FSA.				$3,830.58
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	1020-DEFAULT AVERSION FEE	0301 - Reedy Creek Elementary School	Other	948.0	$3,830.58
			Notes: Funding will be used for providing interventions and increasing student achievement.			
2	III.A.	Areas of Focus: Ensure high levels of learning for all students in the area of math and increase learning gains on the 2019-2020 FSA.				$0.00
3	III.A.	Areas of Focus: Ensure high levels of learning for all students in area of science.				$0.00
4	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.				$0.00
5	III.A.	Areas of Focus: Ensure a school wide post secondary culture for all students.				$0.00
					Total:	$3,830.58