Partin Settlement Elementary School

2019-20 Schoolwide Improvement Plan

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Partin Settlement Elementary School

2434 REMINGTON BLVD, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Karen Corbett C

Start Date for this Principal: 7/17/2012

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)	76%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (52%) 2016-17: B (58%) 2015-16: B (55%) 2014-15: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

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.

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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	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Education which inspires all to their highest potential and develops the whole child .

Provide the school's vision statement.

To create a safe, secure and nurturing educational environment in which every student is an active learner.

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
Corbett, Karen	Principal	Provides a common vision for the use of data based decision making, Ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support, documentation, ensures adequate professional development to support MTSS implementation, and communication with parents regarding school based MTSS plan and activities. Resposible for school Stocktakes, will monitor the SIP and receive monthly reports and give feedback.
Czipulis, Sara	Instructional Coach	Provide guidance on K-5 reading plan: facilitate and support data collection activities, assist in data analysis, provide professional development and technical assistance to teachers regarding data based instructional planning, support the implementation of tier 1, tier 2 and tier 3 intervention plans. Provide data at the School Stocktakes.
Dell, Barbara	Instructional Coach	Provide guidance on K-5 Math: facilitate and support data collection activities, assist in data analysis, provide professional development and technical assistance to teachers regarding data based instructional planning, support the implementation of tier 1, tier 2 and tier 3 intervention plans. Provide data at the School Stocktakes.
McCormic, Kathryn	Instructional Coach	MTSS Coach-Develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Provide data at the School Stocktakes. Train staff on intervention materials, hold Tier 2 and 3 parent meetings, hold monthly MTSS staff data chats, Creating and monitoring intervention groups. AVID Coach- Train staff on AVID strategies, monitor for implementation, assist and model lessons.
Ortiz, Melissa	Assistant Principal	Provides a common vision for the use of data based decision making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support, documentation, ensures adequate professional development to support MTSS implementation, and communication with parents regarding school based MTSS plan and activities. Resposible for school Stocktakes, will monitor the SIP and

Name	Title	Job Duties and Responsibilities
		receive monthly reports and give feedback.
Wheeler, Laura	School Counselor	Works closely with the school social worker and school psychologist to assist students with behavior and social interventions. Identify and analyze data based behavior interventions and monitor student progress. Provide data at the School Stocktakes. Assist with implementation of Character education in K-2 and promote Growth Mindset. Participate as a member of the leadership team and the threat assessment team.
Koncieczny, Carolyn	School Counselor	Works closely with the school social worker and school psychologist to assist students with behavior and social interventions. Identify and analyze data based behavior interventions and monitor student progress. Provide data at the School Stocktakes. Assist with implementation of Character education in K-2 and promote Growth Mindset. Participate as a member of the leadership team and the threat assessment team.

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	116	127	116	109	134	156	0	0	0	0	0	0	0	758
Attendance below 90 percent	0	1	0	0	1	0	0	0	0	0	0	0	0	2
One or more suspensions	0	0	1	0	0	6	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	1	5	3	27	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	0	15	15	0	0	0	0	0	0	0	30

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	3	12	0	0	0	0	0	0	0	15

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		2	6	1	0	0	0	0	0	0	0	0	0	9
Students retained two or more times		2	1	0	0	0	5	0	0	0	0	0	0	8

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

54

Date this data was collected or last updated

Wednesday 10/9/2019

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	29	32	34	37	49	57	0	0	0	0	0	0	0	238
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	4	46	21	29	0	0	0	0	0	0	0	100
Level 1 on statewide assessment	0	0	0	3	45	55	0	0	0	0	0	0	0	103
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	10	13	27	0	0	0	0	0	0	0	52

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	19	14	11	13	14	15	0	0	0	0	0	0	0	86
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	8	4	32	29	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	13	19	23	0	0	0	0	0	0	0	55
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	3	20	16	0	0	0	0	0	0	0	41

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	56%	53%	57%	60%	53%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	54%	56%	58%	67%	55%	57%
ELA Lowest 25th Percentile	53%	51%	53%	54%	53%	52%
Math Achievement	57%	55%	63%	59%	57%	61%
Math Learning Gains	58%	59%	62%	60%	58%	61%
Math Lowest 25th Percentile	48%	45%	51%	47%	49%	51%
Science Achievement	45%	49%	53%	56%	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	116 (0)	127 (0)	116 (0)	109 (0)	134 (0)	156 (0)	758 (0)
Attendance below 90 percent	0 (29)	1 (32)	0 (34)	0 (37)	1 (49)	0 (57)	2 (238)
One or more suspensions	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	6 (1)	7 (1)
Course failure in ELA or Math	0 (0)	0 (0)	1 (4)	5 (46)	3 (21)	27 (29)	36 (100)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (3)	15 (45)	15 (55)	30 (103)

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	58%	51%	7%	58%	0%
	2018	52%	51%	1%	57%	-5%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	55%	51%	4%	58%	-3%
	2018	54%	48%	6%	56%	-2%
Same Grade Comparison		1%				
Cohort Comparison		3%				
05	2019	51%	48%	3%	56%	-5%
	2018	57%	50%	7%	55%	2%
Same Grade Comparison		-6%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	54%	13%	62%	5%

							MATH
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	54%	51%	3%	62%	-8%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	58%	53%	5%	64%	-6%
	2018	53%	53%	0%	62%	-9%
Same Grade Comparison		5%				
Cohort Comparison		4%				
05	2019	42%	48%	-6%	60%	-18%
	2018	57%	52%	5%	61%	-4%
Same Grade Comparison		-15%				
Cohort Comparison		-11%				

						SCIENCE
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	45%	-1%	53%	-9%
	2018	44%	49%	-5%	55%	-11%
Same Grade Comparison		0%				
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	16	39	46	20	39	32					
ELL	41	48	50	43	58	55	23				
ASN	58			75							
BLK	51	46		51	46		23				
HSP	52	57	58	54	57	49	43				
MUL	64			50							
WHT	71	45	20	71	62		65				
FRL	46	49	42	49	52	45	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	20	34	43	31	41	27	33				
ELL	44	45	34	42	47	35	12				
ASN	71	83		93	75						
BLK	51	57	58	45	52	40	38				
HSP	56	52	47	56	53	43	39				
MUL	73			55							
WHT	69	55	50	68	59	31	61				

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
FRL	48	46	48	51	47	37	39				

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	15	63	58	29	54	50	25				
ELL	36	63	61	42	52	43	29				
ASN	62			85							
BLK	61	67		53	58						
HSP	54	65	56	53	61	47	47				
MUL	73			73							
WHT	72	68		70	60		81				
FRL	54	62	48	52	58	41	48				

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	53
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	53
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	46
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	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
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	53
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	57
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 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	56
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	47
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.

PSES lowest performance category is Science achievement. (45%). When we dig deeper into the data we see that a immediate issue that needs to be addressed is ELL, BLK, FRL and ESE students. This is proven by their data which is: ELL 23%, BLK 23%, and FRL 36%. Our research indicated that our ELA Science score is highly impacted by the ELA component.

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

PSES shows the greatest decline in ELA achievement, particularly among their ESE & ELL students. This is shown in their data as follows: ESE Achievement 17-18 20% 18-19 16%; ELL Achievement 17-18 44% 18-19 41%. We believe that the ESE scores were effected for the following reasons: Higher numbers that current staff was able to service until January when an additional staff member was hired, A VE staff member on prolonged FMLA, and inconsistency in interventions. We believe that ELL was impacted by our effort to implement sheltered classrooms. These rooms did not run as expected or show the data that we hoped for.

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.

The greatest gap for PSES was in 5th grade Math. We scored 42% proficient and the state average was 60%. Contributing factors to this were an inconsistent use of resources by the 5th grade teachers. Ineffective Professional Learning Community among the team. The addition of new Math teachers after the start of the year. Teachers struggling with math tasks and utilizing small groups to remediate students who have not mastered the standards.

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

Overall Math gains improved from 54% to 58%. This was specifically due to the data for 3rd and 4th grade. This was due to productive PLCs in 3rd and 4th grade, consistent use of targeted resources among the team, high expectations for students demonstrated by teachers and the math tasks they were given.

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

When reflecting on the EWS from last year we have determined that we need to target the EWS are of attendance for both students and staff.

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

1. Working with 5th grade teachers as all components in 5th grade declined this year.
2. Targeting ESE & ELL based on their decline and our not meeting ESSA for SWD
3. Increase effectiveness of PLCs
4. Implementation of AVID

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of learning for all students in literacy.
Rationale	School-wide data for ELA proficiency indicate a decline in students learning.(3rd grade 58%; 4th grade 55%; 5th grade 51%)This denoted that both 4th and 5th grade are below the state average. By implementing NSGRA assessments and Diebels, the teachers can use this data to determine the needs for their students, group them according to their needs and provide small group instruction to close the achievement gap. We determined that the students were also in need to increase their writing scores to help with their overall proficiency. All teachers will be trained and fully implement Core Connections into their writing time.
State the measurable outcome the school plans to achieve	ELA proficiency are expected to increase from 58% to 60% in 3rd grade, 55% to 60% in 4th grade, 51% to 56% in 5th grade. The increase in proficiency will allow an increase in ELA gains which is expected to rise from 54% to 57% overall.
Person responsible for monitoring outcome	Sara Czipulis (sara.czipulis@osceolaschools.net)
Evidence-based Strategy	PSE will be implementing Core Connections, Balanced Literacy, Guided Reading,NSGRA, Diebels, and AVID to help increase our overall proficiency in ELA. These are all research based strategies.
Rationale for Evidence-based Strategy	Research states that a full implementation with fidelity using Balanced Literacy, AVID, and Core Connections will allow all students to receive the correct instruction to meet their needs. PLCs will allow teachers to continually reflect on the instructional practices and monitor the outcomes of the resources being implemented in their instruction.
Action Step	
Description	1. Implement Balanced Literacy in all classrooms. The data will be collected and discussed at our monthly Stocktake, ELL Task Force, and ESE Task force meetings. 2. NSGRA will be used in all grades K-5 for all students for the purpose of assessing, analyzing, reflecting and revising plans for individual student needs. Data will be reviewed monthly during Stocktakes, ELL Task Force, ESE Task Force and at data chats with teachers. 3. School City will be used by all teachers on standard-based and district formatives for the purpose of analyzing, reflecting and revising plans on course progression of individual student needs. 4. District formatives will be given each quarter and presented at our monthly Stocktakes to analyze and create a plan of action to address the student needs. 5. Increase student data collection and reporting to increase response time and accuracy of intervention and tier 1 instruction. Teachers will be using this data to create their tier 1 iii groups. This will be done though both formative and summative data collection. Tier 1 will be overseen by the Reading Coach, Czipulis and Tier 2 and 3 will be overseen by MTSS Coach, Katie McCormick. This data will be presented at monthly Stocktakes . 6. Monitor the implementation of AVID/WICOR strategies in 2nd-5th grades. This will be overseen by the AVID/MTSS coordinator, Kathryn McCormick. Professional development will be given every first Wednesday of the month during PLCs. 7. On going professional development on Core Connections for grades K-5. Schedule was

sent out by Ms. Bradley. This will be overseen by Reading Coach, Sara Czipulis.
8. Provide additional professional development as needed to support action steps and based on leadership trend data from CWT to include those listed above and any others deemed necessary through monthly Stocktakes and weekly leadership meetings.
9. ELL task force will monitor data and use data to assist teachers in implementing the best ELL strategies for their needs. The ELL task force will be led by the ECS and will consist of a teacher from each grade level. They
will meet each month.
10.. ESE task force will monitor data and use data to assist teachers in implementing the best ESE strategies for their needs. The ESE task force will be led by the RCS and will consist of a teacher from each grade level. They will meet each month.
11. 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.
12. School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus.
13. 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.

Person Responsible Melissa Ortiz (melissa.ortiz@osceolaschools.net)

#2	
Title	Ensure high levels of mathematics achievement for all students
Rationale	School-wide data for Math indicated that although we increased the amount of students proficient in 3rd and 4th grades we saw a drastic decline in 5th grade. We need to focus on our lowest quartile students, ELL, and ESE students. By improving our MTSS process, intervention curriculum and fidelity of instruction, and facilitative Math instruction then student achievement will increase.
State the measurable outcome the school plans to achieve	Overall school wide Math achievement data was at 57 % proficient, a decrease of 2% from the previous year. Lowest quartile Math data was at 48% proficient. ESE Math data was at 20% proficient which was an 11% decrease. Math achievement will increase to 62%, which will give us a 5% increase in student achievement. ESE achievement will increase to 35% proficient, which will give us a 15% increase in achievement in this sub group.
Person responsible for monitoring outcome	Barbara Dell (barbara.dell@osceolaschools.net)
Evidence-based Strategy	PSE will be implementing a new research based Math curriculum, implementing facilitative math, cognitively complex math tasks and AVID to help increase our overall proficiency in Math. These are all research based strategies we will use to guide instruction and student achievement.
Rationale for Evidence-based Strategy	Research states that a full implementation with fidelity using our new Math curriculum, AVID, and PLCs will allow all students to receive the correct instruction to meet their needs. PLCs will allow teachers to continually reflect on the instructional practices and monitor the outcomes of the resources being implemented in their instruction.
Action Step	
Description	1. Implement Math Discourse and Math tasks in all classrooms. Overseen by the Math/ Science Coach and ELL/ESE Task Forces. 2. Professional Development to increase capacity for implementation of Math Discourse and Number Talks. Overseen by the Math Coach. Training provided by Math Coach prior to each unit on the curriculum unit plans. 3. Implementation of small groups during math instruction for K-5. Overseen by Math/ Science Coach. Training provided during Tidbit Tuesdays by Math coach. AP will collect monthly lesson plans for Math small groups. 4. Provide VE and ELL support teachers professional development opportunities. This will be done by the RCS and the ECS at least once per quarter. 5. SchoolCity used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Overseen by the Math/Science Coach. Professional development will be provided throughout the year with specific training on 8/13/18 by REA. 6.District formative assessments will be given every four and a half weeks in Math. Overseen by the Math Coach. Professional development on the analysis of this data will be provided by academic coaches on 9/27. 7. Increase student data collection and reporting to increase response time and accuracy of intervention and tier 1 instruction. This will be overseen by the Math Coach and data presented at monthy Stocktakes. 8. Increase student data collection and reporting to increase response time and accuracy of interventions in tier 2 and 3 instruction. Overseen by the AVID/MTSS coach.

9. Provide professional development and monitor the implementation of AVID/WICOR strategies in 2nd through 5th grades. This will be overseen by the AVID.MTSS Coach. All staff that did not attend the summer AVID training will be provided an overview by the AVID/MTSS coach in August.

10. Provide additional professional development as needed to support action steps and based on leadership trend data from CWT to include those listed above and any others deemed necessary through monthly Stocktakes and weekly leadership meetings.

11. ELL task force will monitor data and use data to assist teachers in implementing the best ELL strategies for their needs. The ELL task force will be led by the ECS and will consist of a teacher from each grade level. Met monthly.

12.. ESE task force will monitor data and use data to assist teachers in implementing the best ESE strategies for their needs. The ESE task force will be led by the RCS and will consist of a teacher from each grade level. Meet monthly.

13. 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.

14. School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus.

15. 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.

Person Responsible   Melissa Ortiz (melissa.ortiz@osceolaschools.net)

#3	
Title	Ensure high Levels of science achievement for all students
Rationale	School-wide data for Science (45%) indicated a decline in student learning by 2%. By improving our Science instruction, integrating Speed Bag in 4th and 5th grades, adding a Science block for 3rd-5th and integrating Science into other content areas then student achievement will increase.

State the measurable outcome the school plans to achieve	School-wide overall achievement was at 45% which was a decrease of 2% from the prior year. Science achievement will increase to 50%, which will give us an increase of 5%.
Person responsible for monitoring outcome	Barbara Dell (barbara.dell@osceolaschools.net)
Evidence-based Strategy	PSE will be implementing Generation genius, Speed Bags, and AVID to help increase our overall proficiency in Science. These are all research based programs to assist with achievement in Science.
Rationale for Evidence-based Strategy	Research states that a full implementation with fidelity using Generation genius, Speed Bags, and AVID will allow all students to receive the correct instruction to meet their needs. PLCs will allow teachers to continually reflect on the instructional practices and monitor the outcomes of the resources being implemented in their instruction.

Action Step

Description	1. Implement the curriculum Speedbags in grades 4th and 5th. This will be overseen by the Math/Science Coach and data presented at our monthly Stocktakes. 2. Professional development provided to the new teachers on Speedbags. This will be overseen by the Math/Science coach to ensure all teachers are trained. 3. School City will be used by each teacher on standard-based and district formatives for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. This will be overseen by the Math/Science Coach and data presented at our monthly Stocktakes. 4. Increase student data collection and reporting to increase response time and accuracy of intervention and tier 1 instruction. This will be overseen by the Math/Science Coach and data presented at Stocktakes. 5. Provide monthly professional development and monitor the implementation of AVID/WICOR strategies in 2nd-5th grades during the first Wednesday of each month during PLCs. This will be overseen by the AVID/MTSS Coach. This will be discussed and data will be presented at our monthly Stocktakes. 6. Science block has been added during the block rotation for grades 3rd-5th. Math/Science coach will develop lesson plans and monitor the instruction in the classroom. Generation Genius curriculum will be used to address the science standards in grades 3rd-5th. 7. Math/Science Coach will implement the houses of Science to spiral review Science standards. 8. Provide additional professional development as needed to support action steps and based on leadership trend data from CWT to include those listed above and any others deemed necessary through monthly Stocktakes and weekly leadership meetings. 9. ELL task force will monitor data and use data to assist teachers in implementing the best ELL strategies for their needs. The ELL task force will be led by the ECS and will consist of a teacher from each grade level. They

will meet each month.

10.. ESE task force will monitor data and use data to assist teachers in implementing the best ESE strategies for their needs. The ESE task force will be led by the RCS and will consist of a teacher from each grade level. They will meet each month.

11. 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.

12. School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus.

13. 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.

Person Responsible	Barbara Dell (barbara.dell@osceolaschools.net)

#4	
Title	Ensure a school wide post secondary culture for all students
Rationale	The data shows that focusing on career readiness and post secondary at a young age assists with increasing student achievement, organization, Growth Mindset, and readiness.

State the measurable outcome the school plans to achieve	By implementing AVID in grades 2-5 we will see an increase on student achievement based on the increase in the WICOR of the content being delivered. This will be seen by a positive increase in all areas.
Person responsible for monitoring outcome	Kathryn McCormic (mccormk@martinschools.org)
Evidence-based Strategy	PSE will be implementing AVID to help increase our overall proficiency in all areas. These is a research based strategies we will use to guide instruction and student achievement.
Rationale for Evidence-based Strategy	If teachers participate in AVID with fidelity and produce engaging lessons using high yield strategies and best practices and are monitoring the process to guide the instruction, then student achievement will increase.
Action Step	
Description	1. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 2.Meet Monthly with teachers for AVID PLC with staff to assist implementing the program schoolwide. 3.Professional development will be conducted throughout the year to build shared knowledge of AVID processes. This will be provided on school wide AVID Wednesdays. 4. Mentoring will be conducted for teachers who are struggling, and support will be given so they become an effective AVID teacher. This will be done by theAVID/MTSS Coach. 5. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 6. Principals will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress the Area of Focus through the School Stocktake Model. 7. Both guidance counselors will work with Para to provide support with teaching character education and Growth Mindset to K-2. 8. 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. 9. School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus. 10. 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.
Person Responsible	Melissa Ortiz (melissa.ortiz@osceolaschools.net)

#5	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met (with the PLC Action Plan embedded within the action steps and monitoring).
Rationale	The data shows that PLCs are not operating consistency 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 ELA, 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 Principal using the Seven Stage Rubric and format data. ELA, Math, and Science proficiency and gains will increase by 5% in all sub groups.
Person responsible for monitoring outcome	Sara Czipulis (sara.czipulis@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.
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 process to guide the instruction, then student achievement will increase.

Action Step	
Description	1. Administration, PLC lead, and PLC Coalition 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 used to measure Pre-Mid-End of School year progress of the PLC teams by Principal. 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. Provide half day PLC opportunities to teachers to assist with implementing all stages of the PLC process. 6. Meet Monthly with teachers for PLC data chats to assist implementing the data analysis stage of PLC. Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point check in on progress of the Areas of Focus through the School Stocktake Model. 7. PLC teams will meet each month during early release Wednesdays and on two planning periods a month (2nd and 4th Thursday), for the purpose of assessing, analyzing, reflecting and revising plans on course progression of student's needs as a collaborative team. Members of the leadership team will be assigned to a grade level to monitor the PLC (K-

Corbett, 1st-Ortiz, 2nd-McCormick, 3rd, 4th, & 5th Reading-Czipulis, and Math-Dell. This data will be shared at Stocktakes to determine progress and if training is needed to assist the PLCs.

8. Professional development will be conducted throughout the year to build shared knowledge of PLC processes. This will be provided on school wide PLC days as needed to include the specific dates preplanning by Corbett and training will also be provided on Tidbit Tuesdays by a leadership team member as needed.

9. SchoolCity will be used by PLC teams for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be provided on SchoolCity
throughout the year.

10. Mentoring will be conducted for teams who are struggling, and support will be given so they become an effective collaborative team. This will be done by the leadership team member assigned to the PLC or by administration weekly at PLCs.

11. District formative assessments will be given every four and a half weeks in Math and once every nine weeks in Reading. This will be overseen by the academic coaches.

12. Professional development will be provided on Tidbit Tuesdays monthly to support the PLC process.

13. 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.

14. School Stocktakes will take place monthly to report progress to the Principal on the Area of Focus.

15. 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.

Person Responsible Karen Corbett (karen.corbett@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).

Below listed are the additional areas we plan to address:

1. School wide attendance- We have created several attendance incentives to include but not limited to posting daily absences and tardies in the front office, pulling a random student name for here and on time, gift cards to reward staff attendance, and give students with excessive absences a mentor.

2. Character education-the guidance department will work with a para to implement a character education program in K-2 during block. The guidance department will also meet with small groups, teach Growth Mindset, and Bucket Filling.

3. Staff Morale- Administration will work to promote a Growth Mindset with staff and having a positive mindset.

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.

Our school added an additional guidance counselor to assist with implementation of our districts new mental health initiatives, character education, Growth Mindset, and provide more guidance services that we were able to with one counselor.

Our leadership team mentors student that show early warning signs or show signs of needing additional support.

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

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

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

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.

Our MTSS coach meets weekly with leadership and the MTSS team meets biweekly to review data and access student achievement. Once per month the MTSS team meets with each grade level to review and discuss student placement in the dedicated intervention time that is in the school schedule.

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.

PSES has implemented AVID in grades 2-5 and promotes college and career awareness through this program. In addition, we have AVID Wednesday where students can were college shirts, career day, have cookies with cops in our kindergarten classes, and promote Growth Mindset to increase success throughout life.

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 literacy.				$1,415.34
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0904 - Partin Settlement Elem. School	Other		$383.00
			Notes: Purchase Reading Ready Florida Books for 3rd, 4th and 5th grades.			
			0904 - Partin Settlement Elem. School	Other		$1,032.34
			Notes: Purchase Corrective Reading Materials for Intervention groups.			
2	III.A.	Areas of Focus: Ensure high levels of mathematics achievement for all students				$1,638.82
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0904 - Partin Settlement Elem. School	Other		$709.00
			Notes: Purchase Ready Florida materials for 1st-5th grades.			
			0904 - Partin Settlement Elem. School	Other		$929.82
			Notes: Purchase Pearson Intervention Kits for interventions.			
3	III.A.	Areas of Focus: Ensure high Levels of science achievement for all students				$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	0904 - Partin Settlement Elem. School	General Fund		$400.00
			Notes: Science Boot Camp Materials			
	5100		0904 - Partin Settlement Elem. School	General Fund		$300.00
			Notes: Paid to send three teachers to Science Training.			
4	III.A.	Areas of Focus: Ensure a school wide post secondary culture for all students				$0.00
5	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met (with the PLC Action Plan embedded within the action steps and monitoring).				$0.00
					Total:	$3,754.16