Flora Ridge Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Flora Ridge Elementary School

2900 DYER BLVD, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Dustin Sassic

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 KG-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 Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (46%) 2017-18: D (40%) 2016-17: C (53%) 2015-16: C (53%) 2014-15: C (45%)
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.

Table of Contents

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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 KG-5	No	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Inspiring all students to reach their highest potential.

Provide the school's vision statement.

To create an environment of high expectations where all learners achieve their full potential.

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
Merritt, Tracey	Assistant Principal	To assist the principal in the operation and management of all activities and functions which occur within a school. To assist the principal in all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To serve as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Dwyer, William	Principal	To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
McFarland, Wendi	Instructional Coach	This position focuses on student achievement by working with teachers to ensure quality implementation of research-based mathematics and science programs and scientifically- based mathematics and science strategies/practices at the elementary school level.
Archambeau, Gidget	Instructional Coach	This position focuses on student achievement by working with teachers to ensure high-fidelity implementations of research-based reading programs and scientifically-based reading strategies/practices at all elementary levels.
Barnes, Ashley	School Counselor	To assist in the needs of the student in growth and development- social, academic, physical, emotional and behavioral, serves as a consultant to the student, teacher and parents, and provides leadership and organization to all guidance activities within the school.
Rogers, Neroli	Teacher, K-12	Teach efficiently and faithfully, using books and material required, following the prescribed courses of study, and employing approved methods of instruction.
Wolferd, Joanne	Instructional Coach	Assist principal with all ESOL program and ELL student matters, provide teacher support and inservice on ESOL strategies and Best Practices. Perform all program compliance duties and implement procedures, at the school , as required byy the Florida Consent Decree, State Board Rues and District Policy.
Morales, Rosani	School Counselor	To assist in the needs of the student in growth and development- social, academic, physical, emotional and behavioral, serves as a consultant to the student, teacher and parents, and provides leadership and organization to all guidance activities within the school.

Name	Title	Job Duties and Responsibilities
Chaverez, Carmen	Teacher, K-12	Teach efficiently and faithfully, using books and material required, following the prescribed courses of study, and employing approved methods of instruction.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	24	24	28	31	32	36	0	0	0	0	0	0	0	175
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
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	1	0	0	79	92	0	0	0	0	0	0	0	172

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	1	0	0	22	20	0	0	0	0	0	0	0	43

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	2	1	2	1	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
64

Date this data was collected or last updated
Tuesday 7/23/2019

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	43	26	26	19	30	32	0	0	0	0	0	0	0	176
One or more suspensions	6	4	6	5	14	26	0	0	0	0	0	0	0	61
Course failure in ELA or Math	0	0	7	26	8	4	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	61	114	75	0	0	0	0	0	0	0	250

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	2	2	4	8	20	25	0	0	0	0	0	0	0	61

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	43	26	26	19	30	32	0	0	0	0	0	0	0	176
One or more suspensions	6	4	6	5	14	26	0	0	0	0	0	0	0	61
Course failure in ELA or Math	0	0	7	26	8	4	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	61	114	75	0	0	0	0	0	0	0	250

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	2	2	4	8	20	25	0	0	0	0	0	0	0	61

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	42%	53%	57%	47%	53%	55%
ELA Learning Gains	55%	56%	58%	53%	55%	57%
ELA Lowest 25th Percentile	52%	51%	53%	55%	53%	52%
Math Achievement	45%	55%	63%	57%	57%	61%
Math Learning Gains	52%	59%	62%	57%	58%	61%
Math Lowest 25th Percentile	44%	45%	51%	45%	49%	51%
Science Achievement	33%	49%	53%	55%	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	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	24 (43)	24 (26)	28 (26)	31 (19)	32 (30)	36 (32)	175 (176)
One or more suspensions	0 (6)	1 (4)	1 (6)	0 (5)	0 (14)	0 (26)	2 (61)
Course failure in ELA or Math	0 (0)	0 (0)	0 (7)	0 (26)	0 (8)	0 (4)	0 (45)
Level 1 on statewide assessment	0 (0)	1 (0)	0 (0)	0 (61)	79 (114)	92 (75)	172 (250)

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	36%	51%	-15%	58%	-22%
	2018	38%	51%	-13%	57%	-19%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	35%	51%	-16%	58%	-23%
	2018	32%	48%	-16%	56%	-24%
Same Grade Comparison		3%				
Cohort Comparison		-3%				
05	2019	36%	48%	-12%	56%	-20%
	2018	35%	50%	-15%	55%	-20%
Same Grade Comparison		1%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	54%	-14%	62%	-22%
	2018	42%	51%	-9%	62%	-20%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	39%	53%	-14%	64%	-25%
	2018	37%	53%	-16%	62%	-25%
Same Grade Comparison		2%				
Cohort Comparison		-3%				
05	2019	36%	48%	-12%	60%	-24%
	2018	40%	52%	-12%	61%	-21%
Same Grade Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	28%	45%	-17%	53%	-25%
	2018	36%	49%	-13%	55%	-19%
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	27	45	36	23	48	38	15				
ELL	35	56	52	41	55	48	28				
ASN	52	71		59	76		40				
BLK	30	38		22	23						
HSP	39	54	51	43	52	44	29				
WHT	65	59		60	51		58				
FRL	38	52	47	41	49	36	30				
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	22	35	27	25	26	23	20				
ELL	30	37	34	35	36	27	12				
ASN	39	44		57	44						
BLK	37			25							
HSP	38	40	34	43	41	38	37				
WHT	55	44		60	50	45	67				
FRL	31	38	35	36	34	27	41				
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	10	41	44	23	36	36					
ELL	32	50	59	47	60	56	30				
ASN	65			71							
BLK	48	38		62	44						
HSP	42	53	56	54	57	48	54				
WHT	63	50		63	64						
FRL	40	47	52	52	51	41	58				

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
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	48
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	60
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	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	64
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	45
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.

Science Achievement was at 33% proficiency. This is down from 36% the previous school year, a decline of 3%. The current Science Achievement score shows a gap of 16% below the district average and 20% points below the state average. When analyzing the Science data, the lowest performing area was Nature of Science. In the current science curriculum Nature of Science is embedded with other science topics and is often not a focus as a Science learning target. This data shows a need to increase the intentional focus of teaching Nature of Science.

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

Science Achievement was the single area the school declined in from the previous year. Several factors contributed to this decline. The district adopted a new Science curriculum and teachers had little training to use the materials. Nature of Science was the weakest performing area by students on the assessment. Nature of Science is embedded into other content areas and often skipped or not called out or highlighted during instruction. Grades K-4 do not focus on the urgency of teaching Science standards and often let math or reading standards take precedence over Science, therefore students are not prepared by having a deep understanding of "fair game" science standards taught previous to 5th grade.

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.

Science Achievement showed the greatest gap compared to the state average. Our school Science achievement data indicated 33% achievement compared to the state at 53%, a gap of 20%. As indicated in the Analysis in part b (above), new curriculum, little professional development and a lack of a sense of urgency for teaching Science in grades K-4 contributed to the difference in scores form the state average.

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

The learning gains in ELA showed significant improvement. Overall, ELA learning gains increased by 15%. In particular, ELA learning gains of ELL students increased by 20%, Asian students by 19%, and students with disabilities by 18%. Furthermore, ELA students in the lowest quartile increased performance by 19% (52%), outperforming the district average by 1% (51%) approaching the state average of 53%. New actions taken by the school included a restructuring of the MTSS process, remediation and enrichment in ELA offered each day of the week, the introduction of Corrective Reading as a tier 3 intervention and a new position of interventionists to work with low performing students.

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

Our school's area of concern is the core instruction. Proficiency in ELA, math and Science needs to increase to meet the district and state percentages. Our school's ELA achievement was at 42% (53% district, 57% state), our school's math achievement was at 45% (55% district, 63% state) and our school's science achievement was at 33% (49% district, 53% state) Our school's goal is to strengthen tier 1 instruction by improving collaborative teachers practices through the PLC process.

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

1. Increase Literacy Achievement
2. Increase Math Achievement
3. Increase Science Achievement
4. Strengthen Collaborative Process
5. Schoolwide Post-Secondary Culture

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of learning for all students in literacy.
Rationale	According to ELA Achievement data, our school (42%) falls 11 percentage points behind the district (53%) and 15 percentage points behind the state (57%). However, for learning gains in ELA our school (55%) is 1 percentage point behind the district (56%) and 3 percentage points behind the state (58%). For ELA lowest quartile our school (52%) is 1 percentage point above the district (51%) and matches the state (52%) average. A strategic focus needs to be placed on literacy core instruction (tier 1) while continuing to enhance tier 2 and tier 3 interventions. Highly trained literacy personnel needs to serve students in the lowest quartile and areas of ESSA to continue to make gains in the ELA area.

State the measurable outcome the school plans to achieve	With highly trained personnel and frequently monitored interventions put into place, continued growth and learning gains will be achieve in all areas. We predict ELA Achievement for ESE will growth from 26% to 30%, ELA Achievement for ELL will grow from 35% to 45%, ELA lowest quartile will grow from 52% to 58%, ELA learning gains will grow from 55% to 60% and ELA proficiency from 42% to 53%. The achievement gap will begin to close as student are engaged in systematic intervention programs and core content instruction is aligned to the rigor of the literacy standard. Student in the bottom quartile will make considerable learning gains with the correct intervention and a skilled teacher.
Person responsible for monitoring outcome	Gidget Archambeau (gidget.archambeau@osceolaschools.net)
Evidence-based Strategy	Powerful classroom instruction on grade level begins with researched based curriculum, effective teaching strategies and an effective collaborative Professional Learning Community. Classroom teachers will use district created Curriculum Unit Plans for tier one instruction. Next Steps to Guided Reading (NSGR) will be used to frequently assess student progress. Foundational Skills will be supported through Words their Way and Phonemic Awareness Supplemental Curriculum. Running records will be conducted and analyzed to inform decision making by PLCs. Intervention opportunities will be offered by highly qualified instructional staff using Corrective Reading, Leveled Literacy Interventions (LLI) and other research based materials from Curriculum Associates and Houghton Mifflin. All Literacy decision making made by teachers and PLCs will be discussed with the Literacy Coach and Leadership team to ensure constant support for teachers and students.
Rationale for Evidence-based Strategy	Providing quality classroom reading instruction with researched validated characteristics make a measurable, positive impact on all students. Teachers must be clear about the content and language objectives for the lesson and unit. Learning outcomes should be based on standards with appropriate differentiation to address the needs of all students. Appropriate and varied core and supplemental materials should be available to support different learning styles and needs. Students' reading ability should be screened often and progress should be tracked using a valid measurement tool. Knowledgeable instructional coaches and mentors are available to assist teachers with instructional decision making based on data.

Action Step	
Description	1. At the beginning of the school year, an intervention plan was developed to include specific and clear instructions on the placement of students into intervention groups. The intervention plan consists of resources for each tier, directions for using the resource, and guidelines on student placement. Curriculum will be selected based on the targeted needs

of students as evidenced by multiple assessments. This plan will be referenced at each monthly MTSS meeting with grade levels.

2. Students will be assessed three times per year to determine instructional reading levels to ensure all students are reading and comprehending at or above grade level. In addition, checklists (Success Criteria), running records (weekly), fluency checks and district formative assessments will be given and analyzed in order to target effective instructional strategies for students.

3. Teachers, reading interventionist and trained paraprofessionals will provide interventions for Enrichment, Tier 1 Tier 2 and Tier 3.

4. Highly trained literacy interventionists using Corrective Reading and Leveled Literacy Interventions (LLI) will work with students daily during Triple I that need to show the most growth to close the achievement gap.

5. Technology will be intentionally integrated into instructional practices to enhance engagement, provide immediate feedback and allow students to access technology as a learning tool using resources such as School City.

6. Professional Development will be offered to enhance AVID strategies and LSI techniques to support tier 1 instruction throughout writing to process learning, leveled questioning, engagement through collaboration, organizing materials, time and thoughts and critical reading strategies during monthly faculty PLCs. AVID professional development will be provided by the AVID Site Team at the school during class release time and training offered by AVID Center in the local area. The strategies will continue to be monitored and strengthened through walkthroughs with feedback, modeling by coaches and teachers, and schoolwide decision making by the AVID Site Team based on data collected.

7. 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.

8. Weekly meetings with individual teachers and PLCs will provide the evidence needed by the Literacy Point Person to assess the effectiveness of the school Literacy plan and provide feedback to the Stocktake team to make schoolwide decisions.

9. Three teacher mentors, two interventionist and a Literacy Coach will be utilized to model for teachers, conference with teachers concerning lesson development and support teachers with resource choices and instructional best practices.

10. 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.

11. The School Stocktake team will meet monthly to report progress to the principal. William Dwyer, principal, will update Assistant Superintendent of Curriculum, Dr. Jane Respess, During their monthly check ins. William Dwyer, will update the Cheif of staff, Dr. Scott Fritz, once a quarter on progress of the Areas of Focus.

Person Responsible	Gidget Archambeau (gidget.archambeau@osceolaschools.net)

#2	
Title	Ensure high levels of mathematics achievement for all students
Rationale	According to Mathematics Achievement data, our school (45%) falls 10 percentage points behind the district (55%) and 18 percentage points behind the state (63%). For learning gains in Math our school (52%) is 7 percentage points behind the district (59%) and 10 percentage points behind the state (62%). For Mathematics lowest quartile our school (44%) is 1 percentage point behind the district (45%) and 7 percentage points behind the state (51%) average. A strategic focus needs to be placed on mathematics core instruction (tier 1) while continuing to enhance tier 2 and tier 3 interventions. Highly trained mathematics personnel needs to serve students in the lowest quartile and areas of ESSA to continue to make gains in the Mathematics area.

State the measurable outcome the school plans to achieve	With highly trained personnel and frequently monitored interventions put into place, continued growth and learning gains will be achieve in all areas. We predict Mathematics Achievement for ESE will growth from 23% to 28%, Mathematics Achievement for ELL will grow from 41% to 50%, Mathematics lowest quartile will grow from 44% to 50%, Mathematics learning gains will grow from 52% to 60% and Mathematics proficiency from 45% to 57%. The achievement gap will begin to close as student are engaged in systematic intervention programs and core content instruction is aligned to the rigor of the mathematics standard. Student in the bottom quartile will make considerable learning gains with the correct intervention and a skilled teacher.
Person responsible for monitoring outcome	Wendi McFarland (wendi.mcfarland@osceolaschools.net)
Evidence-based Strategy	Powerful classroom instruction on grade level begins with researched based curriculum, effective teaching strategies and an effective collaborative Professional Learning Community. Classroom teachers will use district created Curriculum Unit Plans for tier one instruction. District and PLC developed formative assessments will be used to frequently assess student progress and uploaded into School City for PLCs to easily access to analyze for grade level intervention decision making. Intervention opportunities will be offered by highly qualified instructional staff using Pearson adopted math curriculum and Curriculum Associates curriculum. All Mathematics decision making made by teachers and PLCs will be discussed with the Math Coach and Leadership team to ensure constant support for teachers and students.
Rationale for Evidence-based Strategy	Providing quality classroom mathematics instruction with researched validated characteristics make a measurable, positive impact on all students. Teachers must be clear about the content and foundational skills objectives for the lesson and unit. Learning outcomes should be based on standards with appropriate differentiation to address the needs of all students. Appropriate and varied core and supplemental materials should be available to support different learning styles and needs. Students' mathematics ability should be screened often and progress should be tracked using a valid measurement tool. Knowledgeable instructional coaches and mentors are available to assist teachers with instructional decision making based on data.

Action Step	
Description	1. At the beginning of the school year, a mathematics intervention plan was developed to include instructions on the placement of students into intervention groups. The intervention plan consists of resources for each tier, directions for using the resource, and guidelines on student placement. Curriculum choices and instructional decisions will be guided by the school's Math Coach.

2. 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.

3. Teachers will provide interventions for Enrichment, Tier 1, Tier 2, and Tier 3 in math. Math tier 2 interventions will occur within the 60 mins of math instruction by grade level math teachers and tier 3 interventions will occur outside the math block using an interventionist or math coach during PE waiver time. Interventions may be designed for the grade level through a Math Bootcamp, with teachers selecting a skill to for reteaching.

4. Technology will be intentionally integrated into instructional practices to enhance engagement, provide immediate feedback and allow students to access technology as a learning tool using resources such as School City.

5. Professional Development will be offered to enhance AVID strategies and LSI techniques to support tier 1 instruction throughout writing to process learning, leveled questioning, engagement through collaboration, organizing materials, time and thoughts and critical reading strategies during monthly faculty PLCs. AVID professional development will be provided by the AVID Site Team at the school during class release time and training offered by AVID Center in the local area. The strategies will continue to be monitored and strengthened through walkthroughs with feedback, modeling by coaches and teachers, and schoolwide decision making by the AVID Site Team based on data collected.

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.

7. Weekly meetings with individual teachers and PLCs will provide the evidence needed by the Mathematics Point Person to assess the effectiveness of the school Mathematics plan and provide feedback to the Stocktake team to make schoolwide decisions.

8. Three teacher mentors, two interventionist and a Math Coach will be utilized to model for teachers, conference with teachers concerning lesson development and support teachers with resource choices and instructional best practices.

9. 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.

10. The School Stocktake team will meet monthly to report progress to the principal. William Dwyer, principal, will update Assistant Superintendent of Curriculum, Dr. Jane Respess, During their monthly check ins. William Dwyer, will update the Cheif of staff, Dr. Scott Fritz, once a quarter on progress of the Areas of Focus.

Person Responsible   Wendi McFarland (wendi.mcfarland@osceolaschools.net)

#3	
Title	Ensure high Levels of science achievement for all students
Rationale	Science proficiency scores declined in 2019. Science proficiency fell from 36.2% in 2018 to 33% in 2019. According to Science Achievement data, our school (33%) falls 16 percentage points behind the district (49%) and 20 percentage points behind the state (53%). A strategic focus needs to be placed on science core instruction (tier 1) while continuing to science interventions. The area of Nature of Science was the lowest scoring area on FCAT. Science instruction must be a targeted focus for grades K-5 to build to proficiency with the 5th grade Science FCAT Assessment. Highly trained personnel needs to serve students in grades K-5, particularly in the areas of ESSA to continue to increase science proficiency.
State the measurable outcome the school plans to achieve	With highly trained personnel and frequently monitored interventions put into place, continued growth to increase proficiency will occur on the Science assessment. We predict Science proficiency will increase by 22 points from 33% to 55%. The achievement gap will begin to close as student are engaged in systematic intervention programs and core content instruction is aligned to the rigor of the Science standard.
Person responsible for monitoring outcome	Wendi McFarland (wendi.mcfarland@osceolaschools.net)
Evidence-based Strategy	Powerful classroom instruction on grade level begins with researched based curriculum, effective teaching strategies and an effective collaborative Professional Learning Community. Classroom teachers will use district created Curriculum Unit Plans for tier one instruction. District and PLC developed formative assessments will be used to frequently assess student progress and uploaded into School City for PLCs to easily access to analyze for grade level intervention decision making. Intervention opportunities will be offered by highly qualified instructional staff using district adopted Science curriculum. All Science decision making made by teachers and PLCs will be discussed with the Math/Science Coach and Leadership team to ensure constant support for teachers and students.
Rationale for Evidence-based Strategy	Providing quality classroom Science instruction with researched validated characteristics make a measurable, positive impact on all students. Teachers must be clear about the content objectives for the lesson and unit. Learning outcomes should be based on standards with appropriate differentiation to address the needs of all students. Appropriate and varied core and supplemental materials should be available to support different learning styles and needs. Students' scientific ability/understandings should be screened often and progress should be tracked using a valid measurement tool. Knowledgeable instructional coaches and mentors are available to assist teachers with instructional decision making based on data.
Action Step	
Description	1. At the beginning of the school year, a Science intervention plan was developed to increase Science proficiency schoolwide. Each Wednesday classes will conduct a Science lesson targeting Nature of Science standards. This is protected time to focus on higher level thinking and problem solving skills. Curriculum choices and instructional decisions will be guided by the school's Math/Science Coach. 2. Science formative assessments will be on-going throughout the school year. Students will be assessed through PLC and district created assessments and checklists (Success Criteria) through teacher verification of learning. Assessments will be analyzed by PLCs and Math/Science Coach to monitor effectiveness of instruction. Coaching support will be

offered by the Math/Science Coach.

3. Teachers will provide core instruction with interventions designed for the grade level through a Science Bootcamp (House of Science), with teachers selecting a skill to focus on for reteaching. Science instruction will be supplemented through a Science Block class in which students will visit in rotations throughout the school year.

4. Technology will be intentionally integrated into instructional practices to enhance engagement, provide immediate feedback and allow students to access technology as a learning tool using resources such as School City.

5. Professional Development will be offered to enhance AVID strategies and LSI techniques to support tier 1 instruction throughout writing to process learning, leveled questioning, engagement through collaboration, organizing materials, time and thoughts and critical reading strategies during monthly faculty PLCs. AVID professional development will be provided by the AVID Site Team at the school during class release time and training offered by AVID Center in the local area. The strategies will continue to be monitored and strengthened through walkthroughs with feedback, modeling by coaches and teachers, and schoolwide decision making by the AVID Site Team based on data collected by the grade level teams.

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. 7. Weekly meetings with individual teachers and PLCs will provide the evidence needed by the Science Point Person to assess the effectiveness of the school Science plan and provide feedback to the Stocktake team to make schoolwide decisions.

8. Three teacher mentors, two interventionist and a Science Coach will be utilized to model for teachers, conference with teachers concerning lesson development and support teachers with resource choices and instructional best practices.

9. 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.

10. The School Stocktake team will meet monthly to report progress to the principal. William Dwyer, principal, will update Assistant Superintendent of Curriculum, Dr. Jane Respess, During their monthly check ins. William Dwyer, will update the Cheif of staff, Dr. Scott Fritz, once a quarter on progress of the Areas of Focus.

Person Responsible Wendi McFarland (wendi.mcfarland@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	The outcome of effective PLC's will be student growth and the closure of the achievement gap. Additionally, our PLC stages goal is to move all grade levels and and departmentalized (ELA/Reading, Math/Science), to a stage 5 of Analyzing Student Learning by the end of Semester 1 2019-2020 assessed by the Principal using the Seven Stage Rubric and format data. Furthermore, all PLCs will be at stage 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020. Teams will work collaboratively to positively impact student learning across the grade level, content area and special populations (ELL, ESE, ESSA sub-groups) Proficiency will increase to these proficients in the following areas- ELA 53% (ELL 45%, ESE 30%), Math 57% (ELL 50%, ESE 28%), Science 55% Learning Gains will increase to these proficients in the following areas- ELA 60% (Lowest Quartile 58%), Math 60% (Lowest Quartile 50%)
Person responsible for monitoring outcome	Carmen Chaverez (carmen.chaverez@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. The PLC process enables 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	The PLC process focuses on three big ideas: Focusing on learning, collaborative culture and collective responsibility and focus on results. When PLC's meetings are focused on student outcome and team members are working together collaboratively to provide continuous growth for students, it will have a dramatic impact on student success. According to Dr. Hattie's Meta-analysis, an effective PLC has a .93 effect size on student learning. With this impact on outcome, teams must work collaboratively to for student success.

Action Step	
Description	1.For PLCs to have the expected outcome on student academic gains, a culture of collaboration must be fostered at the school. This collaborative culture is expected between the leadership team and teachers, between staff members, and among parents and students. Team building activities will be built into all team meetings as a model to build relationships with students and parents. 2.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. Vertical PLC's by content, as well as schoolwide PLC's will meet to discuss data at all levels. When "All Means All", teachers will realize their impact on students in their classroom and how their personal collaboration in PLC's impacts the entire school. 3. 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,

using the Seven Stage Rubric as evidence.

4. The PLC process will include specific strategies to support the learning of ELL and ESE students. This integration will be monitored by the ESOL Specialist and RCS.

5.To support the growth of PLCs that analyze data and reflect on instructional practices, Learning Sciences International (LSI) will meet with grade level and content areas. LSI will provide professional development during preplanning and twice during the school year on standard deconstruction, task alignment and effective teaching strategies. Mentoring by LSI, the PLC lead, and others from the leadership team will be conducted for teams who are struggling, and additional support will be given to ensure the team will transition to an effective, collaborative PLC team.

6. LSI (Learning Science International) will provide training at least bi-weekly to school instructional coaches and school administration pertaining to effective coaching and instructional decisions made to support PLC's and enhance student learning.

7. 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.

8. A PLC Guiding Coalition will be formed to oversee the process. PLC leads will meet with the school PLC Point Person to assess and reflect on PLC needs and progress.

9. District formative assessments will be given every four and a half weeks in all accountability areas to inform instruction. Teams will create, implement and analyze data for each unit of study.

10. Principals will present within their schoolwide PLC a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020).

11. The School Stocktake team will meet monthly to report progress to the principal. William Dwyer, principal, will update Assistant Superintendent of Curriculum, Dr. Jane Respess, During their monthly check ins. William Dwyer, will update the Cheif of staff, Dr. Scott Fritz, once a quarter on progress of the Areas of Focus.

Person Responsible   Carmen Chaverez (carmen.chaverez@osceolaschools.net)

#5	
Title	Ensure a schoolwide post-secondary culture for all students
Rationale	Schools must convey the expectation that all students can prepare for the opportunity to attend and be successful in post-secondary education. School culture and climate directly effect student learning and engagement as well as college aspirations and preparation. When high expectations are set, a growth mindset is developed and academic preparations and tools are present, students will meet or exceed expected academic results.
State the measurable outcome the school plans to achieve	AVID Schools become certified using the Elementary Coaching and Certification Instrument (ECCI). Schools are assessed in four areas- Instruction, Systems, Leadership and Culture. In each area of the ECCI the goal is to be a sustaining AVID Elementary School. In the area of Instruction- WICOR will be evident consistently in all grade levels (70%) throughout the school. In the area of systems- 60% of teachers will be AVID trained, the Site Team will meet monthly to address schoolwide needs and assess AVID SMART Goals and at least 70% of students receive proficient or better on report cards. In the area of Leadership- The school leadership team actively participates in AVID site team meetings. In the area of Culture- 70% of classrooms display college decor throughout the school and at least five places in the building. 50% of students experience appropriate college prep activities goal setting, time manage, etc)
Person responsible for monitoring outcome	Neroli Rogers (neroli.togers@osceolaschools.net)
Evidence-based Strategy	AVID (Advancement Via Individual Determination) will be implemented with fidelity schoolwide. AVID is a nonprofit that assists schools to shift to a more equitable, student-centered approach to close the opportunity gap to prepare all students for college, careers , and life. Our school will embed AVID strategies (Writing, Inquiry, Collaboration, Organization and Reading) into all content areas to engage students in learning, develop student success skills and develop a growth mindset in teachers, parents and students. By teaching and reinforcing academic behaviors and higher-level thinking at a young age, AVID Elementary teachers create a ripple effect in later grades. A college going culture on campus encourages students to think about their college and career plans. AVID impacts Leadership, Systems, Instruction and Culture within the school.
Rationale for Evidence-based Strategy	Research suggests there are nine critical interrelated elements that help schools build and strengthen a college going culture: college talk, clear expectations, information and resources, comprehensive counseling model, testing and curriculum, faculty involvement, family involvement, college partnerships and articulation. The AVID program supports all these areas not only in the secondary setting, but laying the foundation of these elements in Elementary school. Nationwide AVID impacts more than 2 million students and has trained more than 80,000 educators. Of students enrolled in the AVID program, 94% completed four-year college requirements. AVID aligns with the school and district goals to accelerate and enhance student success.

Action Step	
Description	1. An AVID Site team is organized and will guide the work of promoting a college going culture at the school by meeting monthly to discuss goals, progress and assess the needs of the school. 2. At the beginning of the school year, an AVID Site plan was developed by the AVID Site Team. A goal was set for each of the four domains. These goals will be monitored throuoghout the school year by the School leadership team and AVID Site Team. 3. The team selected to focus on Writing to Learn as a target strategy in the instructional

domain. This focus aligns with the strategy the district selected for all schools.

4. Students will be assessed three times per year to determine the impact of WICOR implementation at the school. Students will be assess in Notetaking, Agenda, Organizational Tool and Levels of Thinking.

5. A college going culture will be displayed visually throughout the school and in the classrooms. This includes bulletin boards, college pennants, college flags and street signs.

6. A trained AVID Coordinator has been selected to lead AVID implementation at the school. Her role will be to provide professional development, mentor teachers, select resources, organize family AVID events and promote support for AVID schoolwide.

7. AVID Ambassadors will be selected by the AVID Site Team. Ambassadors will serve as examples of how AVID can impact student positively. Ambassadors will have a leadership role at the school, welcoming new students and assisting students and teachers with implementing WICOR strategies throughout the school.

8. Professional Development will be offered to enhance AVID strategies and LSI techniques to support tier 1 instruction throughout writing to process learning, leveled questioning, engagement through collaboration, organizing materials, time and thoughts and critical reading strategies during monthly faculty PLCs. AVID professional development will be provided by the AVID Site Team at the school during class release time and training offered by AVID Center in the local area. The strategies will continue to be monitored and strengthened through walkthroughs with feedback, modeling by coaches and teachers, and schoolwide decision making by the AVID Site Team based on data collected.

9. Weekly meetings with individual teachers and PLCs will provide the evidence needed by the AVID Point Person to assess the effectiveness of the school AVID implementation plan and provide feedback to the Stocktake team to make schoolwide decisions.

10. Three teacher mentors, two interventionist and a AVID Coordinator will be utilized to model for teachers, conference with teachers concerning lesson development and support teachers with resource choices and instructional best practices.

11. ESE and ELL students will be provided AVID strategy scaffolds to meet expectations to be prepared to be post secondary ready.

11. The School Stocktake team meets monthly to report progress to the principal. William Dwyer, principal, will update Assistant Superintendent of Curriculum, Dr. Jane Respess, During their monthly check ins. William Dwyer, will update the Cheif of staff, Dr. Scott Fritz, once a quarter on progress of the Areas of Focus.

Person Responsible   Neroli Rogers (neroli.togers@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 & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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

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

To support the transition of middle to high school, each comprehensive high school has a College/ Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school Leadership Team meets weekly to oversee and manage the MTSS process for behavior and academics in tier 1, 2 and 3. Monthly meetings with the grade levels/ content areas are conducted in order to ensure students are receiving the correct intervention and resource to achieve continued learning gains. Carmen Cheverez is the Point Person for this team.

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 literacy.				$92,447.26
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0931 - Flora Ridge Elementary School	Title, I Part A		$92,447.26
			Notes: 1.5 Interventionist salary to support remediation K-5			
2	III.A.	Areas of Focus: Ensure high levels of mathematics achievement for all students				$66,085.16
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0931 - Flora Ridge Elementary School	Other		$4,125.55
			Notes: SAI Funding- Math tutoring during teacher planning periods for grades 2-5			
			0931 - Flora Ridge Elementary School			$61,959.61
			Notes: 1 Math Science Coach to support instruction at the school K-5			
3	III.A.	Areas of Focus: Ensure high Levels of science achievement for all students				$61,631.50
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0931 - Flora Ridge Elementary School	Title, I Part A		$61,631.50
			Notes: 1 Science Block teacher serving students K-5			
4	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met				$27,642.22
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400		0931 - Flora Ridge Elementary School	Title, I Part A		$27,642.22
			Notes: Professional Development by Learning Science International (LSI) for Schools of Rigor			
5	III.A.	Areas of Focus: Ensure a schoolwide post-secondary culture for all students				$71,846.51
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400		0931 - Flora Ridge Elementary School	Title, I Part A		$7,406.32
			Notes: AVID (Advancement Via Individual Determination) training for new teachers to support college readiness and student success.			
			0931 - Flora Ridge Elementary School			$64,440.19
			Notes: 1 School Counselor to support schoolwide post-secondary culture and social and emotional health			
					Total:	$319,652.65