

School District of Osceola County, FL

Highlands Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	25
Budget to Support Goals	27

Highlands Elementary School

800 W DONEGAN AVE, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Magali Rassel

Start Date for this Principal: 7/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (42%) 2017-18: C (52%) 2016-17: C (47%) 2015-16: C (50%) 2014-15: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I

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

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	25
Budget to Support Goals	27

Highlands Elementary School

800 W DONEGAN AVE, Kissimmee, FL 34741

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Highlands Elementary is to nurture, guide, and challenge all of our students to achieve their maximum potential.

Provide the school's vision statement.

Highlands Elementary School, in partnership with parents and community members, is committed to creating an environment of high academic expectations where all individuals through support, interventions and enrichment, grow to their greatest 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
Cummins, Patricia	Principal	The principal will oversee SIP and StockTake process. Weekly check-ins with leadership team will monitor data for ELA, Math, and Science including growth and achievement for SWD and ELL subgroups. Conduct walkthroughs, evaluations, and provide continual feedback to improve instructional practices.
Bracco, Janine	Assistant Principal	Assistant Principal will be responsible for developing and facilitating StockTake plan. AP will meet with point people to collect and review data, monitor ratings data, and plan agenda and topics for StockTake. AP will be responsible for updating principal on action step goals. AP will participate in PLC meetings, walkthroughs, and provide feedback.
Cruz Santiago, Duannieh	Instructional Coach	MTSS coach is responsible for maintaining data for reading, math, science, and behavior. Lead monthly data chats with teachers; Organize academic groups for iii interventions. Train staff and organize groups for Tier 2 and 3 interventions to support reading and math goals, as well as social emotional goals. Communicate with stakeholders about student intervention needs (parents, teachers, leadership team). Lead weekly problem-solving team meetings with leadership team, school psychologist.
Deliz, Tania	School Counselor	Counselor will participate in StockTake, leadership meetings, and MTSS meetings. Responsibilities will include monitoring mental health referrals, meeting with individual and small groups of students for social skills, support FIT students, develop 504 plans as needed, and communicate with families.
Loew, Diann	Instructional Coach	Mrs. Loew is the math and science instructional coach. She will be responsible for ensuring grade level standards-based Tier 1 content is planned and delivered in all grades. The coach will provide resources to PLCs, support implementation of common assessments, and monitor progress. Math coach will communicate with assistant principal to provide updates on the state of math and science for monthly Stocktake meetings. Math coach will support classroom instruction by modeling and co-teaching lessons.
Wilson, Julia	Instructional Coach	Julie Wilson, literacy coach, will support improving literacy for all students through weekly PLC support, including standards-based lesson planning, creating common assessments, and providing grade appropriate resources for students. Mrs. Wilson will provide professional development on research-based reading and writing strategies to increase literacy. In addition, the literacy coach will model lessons using high yield strategies to increase teacher proficiency. Updates for reading and writing will be monitored by the coach and reported monthly to Assistant Principal; in turn, data will be used as a priority topic in all monthly Stocktake meetings.

Name	Title	Job Duties and Responsibilities
Sanabria, Lessie	Other	Mrs. Sanabria, EES, is responsible for monitoring all second language learners. As the specialist for ELL students, Mrs. Sanabria will assess and monitor all LY students to ensure students are receive appropriate supports in academic classes. Mrs. Sanabria will provide professional development for ELL strategies and accommodations during teacher PLC times. Progress will be monitored through ITP testing and Access 2.0 testing. Mrs. Sanabria will work with paraprofessionals to provide classroom language support during reading and math instruction, as well as during intervention time. EES will report monthly updates and monitoring to assistant principal as data for monthly Stocktake meetings.
Morgan, Katelyn	School Counselor	Mrs. Morgan, guidance counselor, is responsible for working primarily with grades 3-5 students. As part of her role, she will work to build social and emotional skills to increase amount of time students are in class. She will participate in classroom lessons, small group, and 1:1 sessions to increase the amount of time students are engaged in grade level classroom content. Mrs. Morgan will participate in all weekly leadership team meetings and monthly Stocktake meetings. Mrs. Morgan will support post-secondary college and career awareness by leading schoolwide activities.

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	130	123	113	122	108	107	0	0	0	0	0	0	0	703
Attendance below 90 percent	29	12	9	12	13	12	0	0	0	0	0	0	0	87
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	1	7	7	6	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	5	24	32	0	0	0	0	0	0	0	61

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	1	1	6	5	7	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	7	4	12	0	1	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

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

46

Date this data was collected or last updated

Thursday 7/18/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	26	22	18	17	17	29	0	0	0	0	0	0	0	129
One or more suspensions	0	1	1	7	2	6	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	12	10	23	5	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	26	40	23	0	0	0	0	0	0	0	89

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	1	3	10	15	13	0	0	0	0	0	0	0	42

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	26	22	18	17	17	29	0	0	0	0	0	0	0	129
One or more suspensions	0	1	1	7	2	6	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	12	10	23	5	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	26	40	23	0	0	0	0	0	0	0	89

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	1	3	10	15	13	0	0	0	0	0	0	0	42

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%	49%	53%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	50%	56%	58%	47%	55%	57%
ELA Lowest 25th Percentile	48%	51%	53%	52%	53%	52%
Math Achievement	37%	55%	63%	52%	57%	61%
Math Learning Gains	48%	59%	62%	47%	58%	61%
Math Lowest 25th Percentile	32%	45%	51%	38%	49%	51%
Science Achievement	36%	49%	53%	46%	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	130 (0)	123 (0)	113 (0)	122 (0)	108 (0)	107 (0)	703 (0)
Attendance below 90 percent	29 (26)	12 (22)	9 (18)	12 (17)	13 (17)	12 (29)	87 (129)
One or more suspensions	0 (0)	0 (1)	0 (1)	1 (7)	0 (2)	1 (6)	2 (17)
Course failure in ELA or Math	0 (0)	0 (0)	1 (12)	7 (10)	7 (23)	6 (5)	21 (50)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (26)	24 (40)	32 (23)	61 (89)

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	31%	51%	-20%	58%	-27%
	2018	46%	51%	-5%	57%	-11%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	38%	51%	-13%	58%	-20%
	2018	34%	48%	-14%	56%	-22%
Same Grade Comparison		4%				
Cohort Comparison		-8%				
05	2019	34%	48%	-14%	56%	-22%
	2018	48%	50%	-2%	55%	-7%
Same Grade Comparison		-14%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	27%	54%	-27%	62%	-35%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	32%	51%	-19%	62%	-30%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	31%	53%	-22%	64%	-33%
	2018	41%	53%	-12%	62%	-21%
Same Grade Comparison		-10%				
Cohort Comparison		-1%				
05	2019	33%	48%	-15%	60%	-27%
	2018	53%	52%	1%	61%	-8%
Same Grade Comparison		-20%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	31%	45%	-14%	53%	-22%
	2018	47%	49%	-2%	55%	-8%
Same Grade Comparison		-16%				
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	23	25	22	26	32	28	29				
ELL	32	45	50	31	48	33	28				
BLK	37	53		24	53		55				
HSP	41	49	51	37	48	31	33				
WHT	43	53		38	47		27				
FRL	40	50	50	34	46	27	34				
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	45	41	28	39	25	20				
ELL	28	46	41	35	50	41	27				
BLK	53	67		47	62		50				
HSP	48	57	46	46	56	42	52				
WHT	55	56		65	76						
FRL	49	56	49	49	57	43	53				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	19	23	19	31	23	30				
ELL	37	38	50	42	41	42	28				
BLK	60	73		57	36						
HSP	45	43	50	48	46	37	40				
WHT	58	54		67	63		100				
FRL	47	44	49	51	48	39	45				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44
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	55
Total Points Earned for the Federal Index	348
Total Components for the Federal Index	8
Percent Tested	99%
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	44
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	43
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	42
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

ELA achievement for SWD subgroup. This is not a trend. We had a 4% increase for this subgroup.

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

Science achievement showed the greatest decline at 36% achievement, down 19% from 2018.

Different students;

three of four teachers were new to grade level and science standards. No science coach in second semester.

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.

Math achievement has the greatest gap when compared to the state average with a 23% gap. 75% (8 out of 12) of staff teaching math were new to grade level standards.

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

Math achievement for the SWD student subgroup increased 7% (from 9% to 16%).

iii for math during PE waiver block. Reconfigure VE teacher support facilitation schedule to ensure most minutes of classroom support.

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

Students performing a level 1 on ELA, Math, and/or Science statewide assessment

Math- 182 Students scored a level 1.

ELA- 160 students scored a level 1

Science- 71 students scored a level 1.

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

1. ELA Gains
2. Math Gains
3. Achievement for SWD subgroup for math and ELA
4. Achievement for ELL subgroup for math and ELA
5. Science achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	High levels of learning for all students in literacy.
Rationale	Current ESSA subgroups indicate both SWD and ELL groups are below 41%. The data shows a decrease in learning gains for students from 58% to 50%. Throughout the year, trends show limited implementation of small group differentiated instruction. By increasing small group, differentiated instruction, teachers will be able to target student reading needs.
State the measurable outcome the school plans to achieve	By the end of the 2019-2020 school year, Highlands will achieve: ELA Achievement will increase to 52% ELA Gains will increase to 60% ELA Lowest 25% will increase to 58%
Person responsible for monitoring outcome	Julia Wilson (julia.wilson@osceolaschools.net)
Evidence-based Strategy	100% of classrooms in Kindergarten through fifth grade will plan and implement differentiated instruction through targeted reading strategies. Literacy coach and administrators will provide continuous support for PLCs to plan standards-based tasks aligned to grade level ELA standards. Data will be used to drive decision making for PLCs to identify individual student needs and plan differentiated instruction. All teachers will implement small groups during the reading block. Teachers will implement guided reading, use assessment data to plan small group lessons and drive instruction. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the principal on the area of focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their halfway point check in on progress during stocktake model.
Rationale for Evidence-based Strategy	Higher level learning closes the achievement gap quicker. If students are constantly exposed to below grade level expectations, the gap will continue to widen as they lose exposure to grade level standards and expectations. The lowest quartile in ELA is not increasing their learning gains. Classroom walkthroughs and observations indicate inconsistencies in small group instruction, as well frequent use of whole group teaching methods. Data indicates the need to increase differentiation. Jan Richardson's NSGRA (guided reading) kits will be used to assess, plan, and teach based on student need. Literacy coach will provide support for training and implementation.
Action Step	
Description	<ol style="list-style-type: none"> 1. Leadership team will support the PLC process during weekly planning, specifically addressing appropriate instructional strategies. 2. Literacy coach, Mrs. Wilson, will lead data analysis using data collected from common assessments, DIBELS, Osceola Writes, NSGRA, and district formatives to drive planning and delivery of differentiation for grades K-5. 3. Literacy Coach will lead professional development, modeling, and co-teaching of guided reading. Initial training will occur during beginning of first quarter. Follow up training will occur as needed for specific grade levels and teachers based on data collected from leadership walkthroughs. 4. Administrators and leadership team will conduct daily and weekly walkthroughs and provide feedback. Principal and assistant principal will deliver written communication of glows and grows each week that align to research based best practices and School

improvement plan goals. Principal and AP will provide individual feedback during classroom walkthroughs and evaluations. Coaches will provide feedback about student learning trends and provide verbal or written feedback if teacher requests the coach's feedback.

5. Duannieh Cruz, MTSS coach, will conduct data chats with teachers and support staff serving Tier 1,2,3, ELL and ESE subgroups to monitor progress of student literacy achievement. Weekly MTSS meetings will take place with the Problem Solving team. Monthly data chats will take place with teacher teams.

6. ESE and ELL Task Force will develop and deliver instructional strategies through professional development to meet the needs of these two subgroups. Lissie Sanabria, ECS, will lead sessions to provide strategies from ELlevation software during first quarter. Usage will be monitored during walkthroughs and evaluations. ESE task force is comprised of VE teachers, RCS, leadership team members, and grade level teachers. ESE task force will review data to determine what support is needed for the students in this subgroup.

7. Teachers will provide Tier 2 instruction based on gaps in Tier 1 learning by tracking standards, PLC collaborative planning, and data analysis.

8. Teachers will deliver differentiated instruction aligned to support standards-based lessons to support ELL and ESE learners. These will be monitored by ECS and RCS.

9. Teachers will track student data by standard. Standards assessed will be tracked using School City data. Teachers will provide interventions and reassess as needed to monitor and track progress.

10. Students will track their own progress of their learning goals based on success criteria set by teacher.

Person Responsible [no one identified]

#2	
Title	High levels of learning for all students in math achievement.
Rationale	The 2019 FSA-math indicates that students learning gains dropped by 11%. Achievement dropped 12%. The lowest 25% are not making gains, decreased 8%.
State the measurable outcome the school plans to achieve	<p>We will focus on increasing math learning gains from 48% to 60%</p> <p>Math achievement will increase to 50%</p> <p>Math lowest quartile will increase to 45%</p> <p>Math- SWD subgroup will increase from 16% to 20%</p> <p>Math ELL subgroup will increase from 14% to 18%</p>
Person responsible for monitoring outcome	Diann Loew (diann.loew@osceolaschools.net)
Evidence-based Strategy	<p>Research indicates that utilizing data to guide next steps in instruction positively impacts both the students and teachers. Additionally, it strengthens collaboration within the professional learning community. Through the PLC process, the math coach will support grade level teams in determining grade level standards and learning targets, developing instructional lessons to meet the needs of all learners. Coach and teachers will create common assessments and use the data to determine differentiated strategies to meet the needs of all learners. Lesson planning and delivery will focus on every student engaging in reading, writing, talking, and solving tasks. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the area of focus. Principal will share updates with district leadership during midpoint check.</p>
Rationale for Evidence-based Strategy	<p>Interpreting and desegregating student data allows the teacher to identify needs of their class, as well as individual student needs. Students also learn to take account of their own learning, set measurable goals, and identify their strengths and weaknesses. Frequent walkthrough data indicates lessons are focused on whole group instruction. To meet the needs of all learners, lessons will require differentiation, specifically ELL learners, ESE learners, and lowest 25% learners.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Leadership team will support the PLC process during weekly planning, specifically addressing appropriate instructional strategies and using data to provide small group instruction for Tier 2. 2. Math coach will lead data analysis using assessment platforms to drive planning and delivery of differentiation. Teachers will monitor student data from common assessments and quick checks. 3. Teachers will conduct data chats with individual students. 4. Administrators and leadership team will conduct daily and weekly walkthroughs and provide feedback. 5. MTSS coach will conduct data chats with teachers to monitor student progress in grade level math standards. 6. ESE and ELL Task Force will develop and deliver instructional strategies through professional development to meet the needs of these two subgroups. Strategies will be appropriately aligned to lessons and support the needs of individual student learners. Students will self track progress of learning targets based on teacher provided success criteria.

Teachers will monitor student progress by tracking assessed standards. Teachers may utilize School City to monitor progress of math standards throughout the year.

Person Responsible Diann Loew (diann.loew@osceolaschools.net)

#3	
Title	High levels of science achievement for all students.
Rationale	According to FSSSA, science achievement decreased by 19%.
State the measurable outcome the school plans to achieve	We will focus on increasing science achievement from 36% to 53%.
Person responsible for monitoring outcome	Diann Loew (diann.loew@osceolaschools.net)
Evidence-based Strategy	Research states that when teachers utilize high yield strategies to increase the students' science vocabulary knowledge, informational reading strategies, and allow time for quality hands-on science activities, then student achievement increases. Classroom teachers will use district creating curriculum unit plans for Tier 1 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. Through the PLC process, the science coach will support grade level teams in determining grade level standards and learning targets, developing instructional lessons to meet the needs of all learners. Coach and teachers will create common assessments and use the data to determine differentiated strategies to meet the needs of all learners. Lesson planning and delivery will focus on every student engaging in reading, writing, talking, and solving tasks daily. Principal & leadership team will conduct daily walkthroughs to ensure correct processes are being used to analyze and plan for student achievement. School stocktake will take place monthly; point person will report on progress. Principal will report updates on progress to Chief of Staff and Assistant superintendent.
Rationale for Evidence-based Strategy	Frequent walkthrough data indicates lessons are focused on whole group instruction with a lack of engagement strategies. To meet the needs of all learners, lessons will require use of engagement strategies to minimize interruptions to instruction as well as differentiated instruction, specifically for our ELL and ESE learners..
Action Step	
Description	<ol style="list-style-type: none"> 1. Ensure effective instruction is taking place through the use of proficiency scales of essential standards and learning goals and targets. This will take place during our weekly planning sessions with grade level content areas and our instructional coaches. Progress and areas of focus on will be discussed during our weekly leadership team meetings. 2. Our science coach will also support through modeling, co-teaching, observation and planning weekly. Professional development will be given on planning for a science block using engagement structures. 3. ELL task force to support ESOL students in science achievement. Our EES will conduct PD with grade level teams quarterly to model/teach using scaffolds, visuals, engagement strategies and opportunities to develop language. 4. Weekly planning sessions with grade levels and instructional coaches will support the development of appropriate instructional strategies to best meet student needs and thus

improve achievement.

5. The leadership team will monitor student progress through Focus, and communicate with teachers on student progress.

6. Individual data chats will be conducted with leadership team three times during the school year to ensure teachers have guidance pertaining to instructional choices made for individual students. Data chats are also an opportunity for the leadership team to be involved in monitoring specific students and recognize grade level or content specific trends across the school.

7. Tier 2 interventions- once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to sharpen their comprehension.

Data tracking students by standard- teachers will track essential standards. After a standard is assessed, teachers will place student scores in the tracker or School City.

Teacher will track student progress and provide interventions as needed, then reassess to monitor learning.

**Person
Responsible**

Diann Loew (diann.loew@osceolaschools.net)

#4	
Title	Strengthening collaborative processes to ensure that the learning needs of all students are met.
Rationale	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.
State the measurable outcome the school plans to achieve	All ELA and Math/Science PLCs will demonstrate reaching a stage 5 by the end of the school year based on the PLC rubric. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area. ELA and Math, and science proficiency and gains will increase by at least 10% in all sub groups (lowest quartile, ELL, ESE).
Person responsible for monitoring outcome	Duannieh Cruz Santiago (duannieh.cruzsantiago@osceolaschools.net)
Evidence-based Strategy	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Monitoring - Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, Social Studies, and Science PLCs. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model. If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.
Rationale for Evidence-based Strategy	High performing PLCs will impact students in all Tiers by raising achievement and growth for all students, including sub groups for ELL, ESE, and lowest quartile.
Action Step	
Description	1. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. 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. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.

School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted to train staff on the School City platform. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team. A PLC Guiding Coalition will be formed to oversee the process. District formative assessments will be given every four and a half weeks in all accountability areas.

Person Responsible	Duannieh Cruz Santiago (duannieh.cruzsantiago@osceolaschools.net)
---------------------------	---

#5	
Title	Ensure a school wide post secondary culture for all students.
Rationale	Increased awareness of opportunities available for students for their future. 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 affect 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	Closing the achievement gap for students. ELA, math, and science proficiency and growth for all students groups will grow at least 10% by the end of the school year if we maintain high expectations and a growth mindset for all students.
Person responsible for monitoring outcome	Katelyn Morgan (katelyn.morgan@osceolaschools.net)
Evidence-based Strategy	Engaging rigorous and student learning environments. Post secondary culture refers to the environment, attitudes, and practices in schools and communities that encourage students and families to obtain the information, tools, and perspectives to enhance access to and success in post-secondary education. If we expose students to the post high school career options, ranging from college to technical training and trade school, they will be more likely to choose on of these paths.
Rationale for Evidence-based Strategy	Being ready for a career refers to a high school graduate that has the knowledge and skills needed to qualify for and succeed in the post secondary job training and/or education necessary for their chosen career. 100% free/reduced lunch, minorities, several students will become first generation post-secondary students.
Action Step	
Description	<ol style="list-style-type: none"> 1. College and Career school wide activities- career Day. 2. College and Career week (August)- participate in daily activities, recognize students participating. 3. Develop relationships with business and community partners. Invite business partners to school events, bookmark buddies, staff appreciation events to share their job opportunities. 4. PLTW in 4th and 5th grade classrooms 5. Reading, Writing, Talking and Solving in every content area, in every lesson, everyday. Teachers will implement opportunities for students to develop and use necessary skills by providing rigorous opportunities for all students to engage in reading, writing, talking, and problem solving. 6. Social skills- Tier 1 and Tier 2. Support staff paraprofessionals and school counselors will support lessons in social skills to help build student confidence, growth mindset, and communication skills. 7. Teachers will ensure lessons include explicit instruction of academic language to help build language skills in all students, with a specific emphasis on ELL and ESE subgroups. 8. Leadership team will monitor use of academic language and growth mindset through classroom walkthroughs, observing focus on opportunities for student collaboration, academic language, and strategies used to support differentiation of learning.

Person Responsible Katelyn Morgan (katelyn.morgan@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.

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

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

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

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

Problem Solving Team meets weekly to interpret and analyze data, facilitate the development of intervention plan, provide support to staff, and ensure fidelity of intervention and collection of data. Monthly meetings with teachers to review data from all tiers and make instructional decisions.

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or PD and academic coaches.

Title I, Part C-Migrant

When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Focused professional learning opportunities are offered in: ELA, Mathematics, Instructional Pipeline and Framework Design, and PLCs.

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency, 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, students identified through the Preschool Education Evaluation Program, and students identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions,
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Supplemental guidance counselor. Project Lead the Way implemented in 4th and 5th grade classrooms. Develop relationships with business partners. Implement schoolwide activities for college and career week. AVID strategies used during professional development.

Part V: Budget

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

1	III.A.	Areas of Focus: High levels of learning for all students in literacy.				\$4,853.37
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0071 - Highlands Elementary School	Title, I Part A		\$4,853.37
<i>Notes: Classroom and intervention resources.</i>						
2	III.A.	Areas of Focus: High levels of learning for all students in math achievement.				\$31,034.30
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0071 - Highlands Elementary School	Title, I Part A		\$31,034.30
<i>Notes: Math Coach</i>						
3	III.A.	Areas of Focus: High levels of science achievement for all students.				\$31,034.30
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0071 - Highlands Elementary School	Title, I Part A		\$31,034.30
<i>Notes: Science Coach</i>						
4	III.A.	Areas of Focus: Strengthening collaborative processes to ensure that the learning needs of all students are met.				\$66,056.29
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0071 - Highlands Elementary School	Title, I Part A		\$66,056.29
<i>Notes: MTSS Coach Salary</i>						
5	III.A.	Areas of Focus: Ensure a school wide post secondary culture for all students.				\$64,440.19
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0071 - Highlands Elementary School	Title, I Part A		\$64,440.19
<i>Notes: Guidance Counselor Salary</i>						
Total:						\$197,418.45