

School District of Osceola County, FL

Sunrise Elementary School



2019-20 Schoolwide Improvement Plan

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Sunrise Elementary School

1925 HAM BROWN RD, Kissimmee, FL 34746

www.osceolaschools.net

Demographics

Principal: Jennifer Albright

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: B (57%) 2017-18: C (50%) 2016-17: C (52%) 2015-16: C (51%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

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

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Sunrise Elementary School is dedicated to meeting the needs of its diverse population through academics, character development, and community involvement.

Provide the school's vision statement.

As a unified school, Sunrise Elementary staff and students will work collaboratively as lifelong learners utilizing all available educational resources to develop critical thinking skills for college and career readiness.

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
Honeycutt, Wendy	Principal	The Principal is responsible for highly effective instruction and safety at the school level.
Telemko, Beth	Assistant Principal	The Principal is responsible for highly effective instruction and safety at the school level.
Stevens, Rebecca	Instructional Coach	Rebecca is the MTSS Coach and is responsible to ensure that the students academic needs are being met.
Bustamantes, Brenda	Instructional Coach	Brenda is the TSL Mentor and is responsible to ensure that our new teachers are supported during their first 3 years.
Dupuis, Beth	School Counselor	Beth is responsible to ensure that the students social and emotional needs are met.
Petrangeli, Kodie	Instructional Coach	Kodie is responsible to ensure the effectiveness of our school's Reading and Writing instruction.
Henry, Melissa	Instructional Coach	Melissa is responsible to ensure the effectiveness of our school's Math and Science Instruction.

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	124	135	143	141	140	179	0	0	0	0	0	0	0	862
Attendance below 90 percent	18	25	35	34	27	51	0	0	0	0	0	0	0	190
One or more suspensions	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	2	8	20	12	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	1	18	31	0	0	0	0	0	0	0	50

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	1	0	0	4	14	14	0	0	0	0	0	0	0	33

The number of students identified as retainees:

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

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

65

Date this data was collected or last updated

Thursday 9/12/2019

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	29	26	11	15	18	17	0	0	0	0	0	0	0	116
One or more suspensions	2	3	1	3	8	6	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	0	26	16	21	11	0	0	0	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	28	29	31	0	0	0	0	0	0	0	88

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	1	0	7	15	20	14	0	0	0	0	0	0	0	57

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	29	26	11	15	18	17	0	0	0	0	0	0	0	116
One or more suspensions	2	3	1	3	8	6	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	0	26	16	21	11	0	0	0	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	28	29	31	0	0	0	0	0	0	0	88

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	1	0	7	15	20	14	0	0	0	0	0	0	0	57

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	54%	53%	57%	52%	53%	55%
ELA Learning Gains	60%	56%	58%	55%	55%	57%
ELA Lowest 25th Percentile	57%	51%	53%	51%	53%	52%
Math Achievement	61%	55%	63%	55%	57%	61%
Math Learning Gains	67%	59%	62%	54%	58%	61%
Math Lowest 25th Percentile	51%	45%	51%	37%	49%	51%
Science Achievement	52%	49%	53%	58%	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	124 (0)	135 (0)	143 (0)	141 (0)	140 (0)	179 (0)	862 (0)
Attendance below 90 percent	18 (29)	25 (26)	35 (11)	34 (15)	27 (18)	51 (17)	190 (116)
One or more suspensions	2 (2)	0 (3)	0 (1)	0 (3)	0 (8)	0 (6)	2 (23)
Course failure in ELA or Math	0 (0)	0 (0)	2 (26)	8 (16)	20 (21)	12 (11)	42 (74)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (28)	18 (29)	31 (31)	50 (88)

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	57%	51%	6%	58%	-1%
	2018	50%	51%	-1%	57%	-7%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	49%	51%	-2%	58%	-9%
	2018	40%	48%	-8%	56%	-16%
Same Grade Comparison		9%				
Cohort Comparison		-1%				
05	2019	45%	48%	-3%	56%	-11%
	2018	47%	50%	-3%	55%	-8%
Same Grade Comparison		-2%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	54%	9%	62%	1%
	2018	50%	51%	-1%	62%	-12%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	57%	53%	4%	64%	-7%
	2018	50%	53%	-3%	62%	-12%
Same Grade Comparison		7%				
Cohort Comparison		7%				
05	2019	51%	48%	3%	60%	-9%
	2018	53%	52%	1%	61%	-8%
Same Grade Comparison		-2%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	45%	5%	53%	-3%
	2018	48%	49%	-1%	55%	-7%
Same Grade Comparison		2%				
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	25	49	50	33	54	50	33				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL	38	50	52	52	70	59	42				
ASN	72	69		83	77						
BLK	51	63	40	57	63	36	33				
HSP	49	54	56	57	67	56	50				
MUL	75			67							
WHT	62	71	90	70	69		68				
FRL	47	56	58	54	62	51	46				
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	14	31	35	33	51	48	32				
ELL	31	41	45	35	39	42	30				
ASN	67	60		67	47						
BLK	41	46	33	49	53	50	38				
HSP	45	42	44	51	49	46	56				
WHT	51	61	53	61	61	60	53				
FRL	42	47	47	51	56	59	51				
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	23	26	14	23	25	15	29				
ELL	41	53	61	44	53	47	41				
ASN	59	64		59	53						
BLK	45	49	45	49	50	21	42				
HSP	53	58	50	54	55	49	54				
WHT	54	54	53	58	54	21	73				
FRL	45	53	53	46	51	33	49				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
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	75
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	49
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	56
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	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
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	54
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.

FSA ELA SWD

VE teachers and schedules sometimes hinder math push-in instruction. ESE students were not always included into the MTSS math interventions. Mindset is that the ESE students are treated with lower expectations.

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

Science Achievement

Only 54% of our students are reading proficiently which hinders students ability to read and answer science questions.

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.

ELA Achievement

The mindset is that the ELL and ESE students cannot perform at high levels and the content is watered down.

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

Math Learning Gains

The fourth grade team was a huge contributor to the 14 point gain. The restructured their lessons and effectively utilized the TenMarks program.

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

Potential areas of concern are Course Failure in ELA and Math for fourth grade and Level 1 on statewide assessment in fifth grade.

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

- 1.. ELA Achievement
2. Science Achievement
3. Math Lowest 25th Percentile
4. Math Achievement
5. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of learning for all students in literacy.
Rationale	If we provide additional planning, professional development, and support in ELA; then we can strengthen our core ELA instruction.
State the measurable outcome the school plans to achieve	By providing planning sessions, professional development, and support for ELA standard-based instruction; we will increase our ELA gains by 15%
Person responsible for monitoring outcome	Beth Telemko (beth.telemko@osceolaschools.net)
Evidence-based Strategy	<p>Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.</p> <p>Monitoring-</p> <ol style="list-style-type: none"> 1. Administrative walk-through's will take place to observe PD to practice, common planning, and effective use of school-wide /district initiatives/ areas of focus. 2. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 3. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. The newly establish Guided Reading Coalition will facilitate professional development to ensure differentiation of guided reading instruction.. 2. Provide additional standard-based professional development and planning sessions to ensure that the ELA standards are being taught to their full intent. 3. Ensure that teachers are utilizing the Read, Write, Talk and Solve in their daily instruction. 3. Provide additional planning and professional development to ensure the full implementation of AVID strategies within ELA instruction. 4. Continue to focus on our MTSS program to ensure that the Problem Solving Team and Teachers collaborate and provide intensive interventions for students not at the proficiency level. 5. Continue the efforts of the ELL and ESE task forces to review data to ensure that he proper strategies are being utilized to increase student achievement for both the ELL and ESE subgroups. 6. Ensure the use of formative assessment data, both district and grad-level based, to guide instruction.

7. Insure that teachers are utilizing ELA scales and students are tracking their progress.
8. Ensure that teachers are utilizing the resources and instructional strategies provided by the Core Connections Pd.

Person

Responsible

Kodie Petrangeli (kodie.petrangeli@osceolaschools.net)

#2	
Title	Ensure high levels of mathematic achievement for all students.
Rationale	If we provide additional planning, professional development, and support in math; then we can strengthen our core math instruction.
State the measurable outcome the school plans to achieve	If we provide planning sessions, professional development, and support for standard-based instruction; we will increase our math gains by 19%.
Person responsible for monitoring outcome	Beth Telemko (beth.telemko@osceolaschools.net)
Evidence-based Strategy	<p>Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.</p> <p>Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.</p>
Rationale for Evidence-based Strategy	<p>Monitoring-</p> <ol style="list-style-type: none"> 1. Administrative walk-through's will take place to observe PD to practice, common planning, and effective use of school-wide /district initiatives/ areas of focus. 2. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 3. 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.
Action Step	
Description	<ol style="list-style-type: none"> 1. The newly establish Math Team will facilitate professional development to ensure effective use of the new curriculum, as well as Math-Talks, Discourse, and 3 Act Tasks.. 2. Provide additional standard-based professional development and planning sessions to ensure that the Math standards are being taught to their full intended 3. Ensure that teachers are utilizing the Read, Write, Talk and Solve in their daily instruction. 4. Provide additional planning and professional development to ensure the full implementation of AVID strategies during math instruction. 5. Continue to focus on our MTSS program to ensure that the Problem Solving Team and Teachers collaborate and provide intensive interventions for students not at the proficiency level. 6. Continue the efforts of the ELL and ESE task forces to review data to ensure that the proper strategies from ELLEvation are being utilized to increase student achievement for both the ELL and ESE subgroups. 7. Ensuring the use of formative assessment data, both district and grade level-based, to

guide instruction.

8. Ensure that teachers are utilizing Math scales and students are tracking their progress.

**Person
Responsible** Melissa Henry (melissa.henry@osceolaschools.net)

#3	
Title	Ensure high levels of science achievement for all students.
Rationale	If we provide additional planning, professional development, and support in Science, then we can strengthen our core Science instruction.
State the measurable outcome the school plans to achieve	By providing planning sessions, professional development, and support for standard-based instruction, we will increase our science gains by 7%.
Person responsible for monitoring outcome	Beth Telemko (beth.telemko@osceolaschools.net)
Evidence-based Strategy	<p>Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.</p> <p>If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.</p>
Rationale for Evidence-based Strategy	<p>Monitoring-</p> <ol style="list-style-type: none"> 1. Administrative walk-through's will take place to observe PD to practice, common planning, and effective use of school-wide /district initiatives/ areas of focus. 2. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 3. 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.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide additional standard-based professional development and planning sessions to ensure that the Science standards are being taught to their full intent. 2. Continue the House of Science program in Fifth grade and begin House of Science in Fourth during the 4th quarter. 3. Provide additional planning and professional development to ensure the full implementation of AVID strategies within Science instruction. 4. Initiate a Boot Camp program to review Nature of Science standards in grades K-5. 5. Continue the efforts of the ELL (ELLEvation) and ESE task forces to review data to ensure that the proper strategies are being utilized to increase student achievement for both the ELL and ESE subgroups. 6. Ensure fair gain standards are being taught in third and fourth grade and reviewed in fifth grade through the STEM lab lessons and intentional planning with grades 3 - 5. 7. Ensuring that the teachers are utilizing Science Scales and students are tracking their progress. 8. Ensure the use of formative assessments, both district and grade level-based, to guide instruction.

Person Responsible Melissa Henry (melissa.henry@osceolaschools.net)

#4

Title Ensure a schoolwide post secondary culture for all students

Rationale If we provide opportunities to learn about post secondary options, then we can strengthen our students goals towards a career after graduation.

State the measurable outcome the school plans to achieve

By providing students with the exposure to post secondary options, we will then increase the number of students planning for a career to 90%.

Person responsible for monitoring outcome

Beth Telemko (beth.telemko@osceolaschools.net)

Evidence-based Strategy

Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.

Rationale for Evidence-based Strategy

If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.

Monitoring-

1. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.
2. 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.

Action Step

Description

1. Promote post-secondary options with school-wide awareness.
2. Utilization of AVID strategies school-wide.
3. Guidance lessons related to post secondary options.
4. Promote college awareness through College Shirt Mondays.

Person Responsible

Beth Dupuis (beth.dupuis@osceolaschools.net)

#5	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.
State the measurable outcome the school plans to achieve	All ELA, Reading, Math, Science, Civics, and US History PLCs will be at Stage 5 on the PLC Seven Stage Rubric by the end of Semester 1 2019-2020 assessed by the Principal using the Seven Stage Rubric and format data.
Person responsible for monitoring outcome	Beth Telemko (beth.telemko@osceolaschools.net)
Evidence-based Strategy	<p>Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.</p> <p>If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.</p> <p>Monitoring -</p> <ol style="list-style-type: none"> 1. Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, and Science PLCs. 3. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 4. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. 2. Principal and assistant principal (s) will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC. 3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes. 4. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted to train staff on the School City platform. 5. Mentoring will be conducted for teams who are struggling, and additional support will be

given so they become an effective collaborative team.

6. A PLC Guiding Coalition will be formed to oversee the process.

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

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

Person Responsible Brenda Bustamantes (brenda.bustamantes@osceolaschools.net)

#6

Title Ensure a schoolwide postivite community culture.

Rationale If we provide additional planning, professional development, and support in our PBIS program; then we can strengthen our positive schoolwide community culture.

State the measurable outcome the school plans to achieve

By providing planning sessions, professional development, and support for 0our PBIS program; we will decreadse the number of office referrals by 10%.

Person responsible for monitoring outcome

Beth Telemko (beth.telemko@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.

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

Monitoring-

1. Administrative walk-through's will take place to observe PD to practice, common planning, and effective use of school-wide /district initiatives/ areas of focus.

2. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.

2. 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.

Action Step

Description

1. All stakeholders will continue to collaborate and teach our school-wide expectations.
2. The PBIS team will provide professional development to ensure the Social, Emotional Needs of our students are met.
3. All stakeholders will analyze discipline data during PLCs to determine the needs of our school.
4. The PST and the PBIS team will collaborate on behavioral interventions and activities.

Person Responsible Beth Dupuis (beth.dupuis@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.

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

The teachers and leadership team use multiple sources of data to identify students that are in need of intervention and/or enrichment. Each grade level has a designated forty minute block of time for flexible Multi Tiered Systems of Support each day. During this time ALL students are strategically placed in tiered intervention or enrichment groups to meet academic needs.

Title I, Part A

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

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement

at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary 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.	\$0.00
2	III.A.	Areas of Focus: Ensure high levels of mathematic achievement for all students.	\$0.00
3	III.A.	Areas of Focus: Ensure high levels of science achievement for all students.	\$0.00
4	III.A.	Areas of Focus: Ensure a schoolwide post secondary culture for all students	\$0.00
5	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.	\$0.00
6	III.A.	Areas of Focus: Ensure a schoolwide postivite community culture.	\$0.00
Total:			\$0.00