Koa Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Koa Elementary School

5000 KOA ST, Kissimmee, FL 34758

www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Koa Elementary School will inspire all students to reach their highest potential as responsible, productive learners and citizens.

Provide the school's vision statement.

Koa Elementary School will work in partnership with its families and the community to ensure all learners develop the essential academic, social, and emotional skills needed for college and career readiness.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Perez, Adah	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.
Sanders, Erica	Assistant Principal	Assists the principal with supervision and evaluation of teachers and support staff. Oversees the student behavior support decision-making process. Participates with principal and leadership team in visiting classrooms to monitor instruction and provides timely and relevant feedback to teachers and support staff. Handles other school administrative functions as assigned by the principal.
	Reading Coach	Literacy Coach's name is Shamarla Calhoun. Serve as coach, mentor, and conduct on-going classroom visits and coaching cycle with English Language Arts. Facilitate implementation of ELA curriculum by providing curriculum support and side-by-side coaching. Monitor student progress of all tiers and demographic subgroups for ELA. Support the work of the school leadership team with other duties as assigned by the principal. Monitor progress of 3rd grade students working towards earning ELA Good Cause promotion to grade 4 via completion of portfolios. Plan for and monitor interventions for these students who are at-risk of retention.
Colon Dume, Lianivet	Math Coach	Serve as coach, mentor, and conduct on-going classroom visits and coaching cycle with math and science. Facilitate implementation of math and science curriculum by providing curriculum support and side-by-side coaching. Monitor student progress of all tiers and demographic subgroups for Math and Science. Support the work of the school leadership team with other duties as assigned by the principal.
Moreno, Wanda	School Counselor	Support students with their social and emotional needs. Conducts gifted testing. Support the work of the school leadership team with other duties as assigned by the principal.
Wellman, Macy	Instructional Media	Support students' access to traditional and media sources. Monitor library circulation and provide teachers and students with opportunities to access materials tied to curriculum needs, student levels of proficiency, and student interests. Will serve as testing coordinator to support WIDA , FSA, and FSAA assessments during school year. Train teachers on testing procedures to ensure fidelity. Monitor teacher completion of i-safe lessons and support teachers as needed.

Name	Position Title	Job Duties and Responsibilities
Centeno, Jacqueline	Staffing Specialist	Support ESE Teachers via scheduling of students. Monitor timelines and completion of evaluations and IEP meetings. Support teachers with academic and behavior strategies to support student growth. Monitor academic data of students with disabilities and gifted students. Support school leadership team through other duties as assigned by the principal.
Perez, Michelle	ELL Compliance Specialist	Along with the ELL team of paras, ensure that instructional support is provided to ELL students. Monitor academic progress of ELL students through analysis of data such as WIDA, FSA, NWEA, and other state/district assessments. Meet with parents/guardians of ELLs to keep them informed of academic progress throughout school year. Collaborate with school leadership team to keep rest of team informed of student progress and plan for next steps.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The leadership team participated in planning sessions and meetings to assist with creating the SIP. In addition, teachers and staff provided input regarding the SIP through focus groups, data chats and professional learning team sessions. Students contributed to the creation of the SIP by providing feedback in classroom community circles, focus groups and weekly data chats with teachers. During monthly SAC meetings, parents, teachers, staff, business partners, and community members provided suggestions to improve academic progress for our students. These processes directly impact the pathway to academic proficiency for our students by providing instructional coach support and professional development based on the needs of our staff. Also, it helps establish specific tutoring groups ensuring we are closing the opportunity gap for our students.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students by data analysis of Florida Assessment of Student Thinking results, formative assessments, attendance data, Panorama, and classroom visits. Based on data from these sources, the SIP will be revised and adjusted to ensure students are on track to meet proficiency.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	26	28	21	25	17	0	0	0	117
One or more suspensions	0	1	2	1	3	3	0	0	0	10
Course failure in English Language Arts (ELA)	0	0	0	12	14	14	0	0	0	40
Course failure in Math	0	0	0	7	9	5	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	2	43	36	0	0	0	81
Level 1 on statewide Math assessment	0	0	0	2	53	54	0	0	0	109
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	43	36	0	0	0	81

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	2	4	6	0	0	0	12

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	54	34	39	42	37	27	0	0	0	233
One or more suspensions	1	0	0	4	0	4	0	0	0	9
Course failure in ELA	0	0	0	7	10	6	0	0	0	23
Course failure in Math	0	0	0	3	5	5	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	5	16	34	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	6	36	43	0	0	0	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	5	18	34	0	0	0	57

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	1	2	11	18	24	0	0	0	63

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	54	34	39	42	37	27	0	0	0	233
One or more suspensions	1	0	0	4	0	4	0	0	0	9
Course failure in ELA	0	0	0	7	10	6	0	0	0	23
Course failure in Math	0	0	0	3	5	5	0	0	0	13
Level 1 on statewide ELA assessment	0	0	0	5	16	34	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	6	36	43	0	0	0	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	5	18	34	0	0	0	57

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	1	2	11	18	24	0	0	0	63

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	32	44	53	30	48	56	37		
ELA Learning Gains				47			33		
ELA Lowest 25th Percentile				42			24		
Math Achievement*	31	46	59	36	44	50	29		
Math Learning Gains				49			17		
Math Lowest 25th Percentile				45			18		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	39	43	54	35	46	59	18		
Social Studies Achievement*					55	64			
Middle School Acceleration					42	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	46	59	59	40			72		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	184
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	324
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	12	Yes	4	3
ELL	34	Yes	1	
AMI				
ASN				
BLK	39	Yes	2	
HSP	31	Yes	2	1
MUL				
PAC				
WHT	58			
FRL	33	Yes	2	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	2
ELL	45			
AMI				
ASN				
BLK	39	Yes	1	
HSP	40	Yes	1	
MUL				
PAC				
WHT	67			
FRL	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	32			31			39					46
SWD	10			16			9				4	
ELL	24			30			41				5	46
AMI												
ASN												
BLK	36			34			43				4	
HSP	26			26			32				5	42
MUL												
PAC												
WHT	55			60							2	
FRL	29			27			35				5	40

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	30	47	42	36	49	45	35					40
SWD	13	44	47	14	37	36	18					38
ELL	32	53	48	40	53	54	41					40
AMI												
ASN												
BLK	29	46	33	34	42	42	27					55
HSP	26	44	47	34	51	47	35					38
MUL												
PAC												
WHT	63	80		63	60							
FRL	28	46	40	31	44	45	31					40

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	37	33	24	29	17	18	18					72
SWD	7	15		8	7		7					58
ELL	36	37		26	15		17					72

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	34	11		28	22		11					73
HSP	39	40		28	16	20	18					71
MUL												
PAC												
WHT	47			39								
FRL	35	33	30	26	18		15					74

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	31%	44%	-13%	54%	-23%
04	2023 - Spring	30%	49%	-19%	58%	-28%
03	2023 - Spring	35%	44%	-9%	50%	-15%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	31%	49%	-18%	59%	-28%
04	2023 - Spring	29%	48%	-19%	61%	-32%
05	2023 - Spring	35%	41%	-6%	55%	-20%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	40%	-7%	51%	-18%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

According to our 2023 FAST ELA data, our school demonstrated a deficiency regarding informational text. Specifically, central idea, purpose and perspective, structure, and argument proved to be areas of growth. While students have accelerated in their ability to decode words, they still struggle to comprehend informational text at the level of rigor required to demonstrate proficiency per the state assessment. Students also struggled to accurately apply academic vocabulary in order to respond to text dependent questions on a more analytical level. Students struggled to appropriately apply reading strategies (i.e. use of context clues, annotation, referring back to text, activating prior knowledge) when they encountered cognitively complex text.

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

Our 2023 FSSA science data demonstrated a 2 point decline as compared to the previous school year. When examining the strong correlation between the analytical processing of informational text as well as the acquisition and application of knowledge, our students continue to demonstrate deficiencies in all areas. Students struggle to apply the reading strategies learned in ELA to the science text. Establishing the connection between the hands-on exploration to the informational text proved to be a barrier for our students. Students struggled with academic vocabulary related to the science standards.

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.

Our 4th grade math demonstrated a 38 point gap as compared to the state. Students lacked numeracy which in turn created a barrier when interacting with math tasks on a more analytical level. Students struggled to comprehend the word problems due to their reading comprehension deficiencies. While scaffolds were provided, exposure to the rigor of the standard at grade level needed to be more prevalent during Tier 1 instruction.

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

In ELA, our 4th grade students demonstrated a 7 point gain in proficiency from 2022 to 2023 as per the state assessment. Students were empowered to track their own data and to establish both SMART goals and action steps to achieve those goals. Students reviewed their goals and action steps frequently in order to self monitor growth or lack thereof. The increase in weekly common formative assessments assisted in this endeavor. Common planning with this professional learning team focused on the specific needs of the students and how to close the opportunity gap by exposing students to high yield strategies. Teachers were reflective and responsive to student performance outcomes as they guided an increase in student achievement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Students with excessive absenteeism is an area of concern. There are 117 students absent 10% or more days from school. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

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

#1. Small group guided reading with on grade level text
#2. Releasing students to productive struggle with guiding questions
#3. Student and teacher data tracking on a frequent and ongoing basis
#4. Cross curricular expectations regarding text annotation in science
#5. increase in hands-on science exploration K-4

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As per the 2023 FAST ELA data 33% of students at Koa demonstrated proficiency. The following subgroups demonstrated proficiency at respective percentages: ESE-10%, FRL-31%, Hispanic-27%, ELL-26%, and Black-39%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The goal at Koa Elementary is to score at 54% proficiency on the 2024 FAST. The proficiency goal will be as follows per grade level:
3rd: 50%
4th: 57%
5th: 55%
According to our 2023 FAST ELA data, our school demonstrated a deficiency regarding informational text. Specifically, central idea, purpose and perspective, structure, and argument proved to be areas of growth. While students have accelerated in their ability to decode words, they still struggle to comprehend informational text at the level of rigor required to demonstrate proficiency per the state assessment.

Students will engage in weekly formative assessments that target the specific focus standards we work schoolwide to address the deficiencies identified per the state assessment results.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Leadership team will identify high yield strategies as a schoolwide focus and analyze data/trends from classroom walks. PLCs will be held in a central location. Leadership team will analyze formative/ summative data [School City] to inform next steps. Literacy Coach will guide ELA planning sessions with PLTs and will provide specific tiered support for teachers. Administration will conduct classroom observations and will walk classrooms weekly in order to calibrate as an instructional leadership team. MTSS data will be collected and analyzed on an ongoing basis to provide necessary interventions and determine next steps based on student performance. Students will track their data on an ongoing basis.

Person responsible for monitoring outcome:

Adah Perez (adah.perez@osceolaschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group reading instruction with a specific focus on the implementation of support with on grade level text will become the focus for the 2023-2024 school year. Small group reading instruction will utilize the on level text provided by Benchmark Advance Florida.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Effectively grouping students for learning is a very deliberate, organized, and planned activity that provides an opportunity for students to practice and deepen knowledge.(Marzano, 2007)

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The principal and assistant principal will hold data chats with teachers.

Person Responsible: Adah Perez (adah.perez@osceolaschools.net)

By When: August 8th, October 12th, and January 18th.

The literacy coach will provide professional learning (Colleague Cafe) to teachers based on skill deficiency.

Person Responsible: Sharmarla Calhoun (sharmarla.calhoun@osceolaschools.net)

By When: October 10, 2023, December 5, 2023, and February 9, 2024,

The literarcy coach will ensure teachers are administering formative assessments provided by the district testing platform.

Person Responsible: Shamarla Calhoun (shamarla.calhoun@osceolaschools.net)

By When: The first weekly assessment will begin August 30, 2023.

The assistant principal will coordinate extended learning opportunities for targeted subgroups based on results from the PM 1 ELA FAST Asssessment.

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

By When: The first tutoring session will begin October 12, 2023.

The literacy coach will conduct coaching cycles with teachers demonstrating a need for additional support with effective instructional practices.

Person Responsible: Shamarla Calhoun (shamarla.calhoun@osceolaschools.net)

By When: Coaching cycles will occur at the end of every nine weeks.

Adminstration will oversee the implementation of students tracking data specific to their learning goals and develop action steps to ensure adequate progress to their goals.

Person Responsible: Adah Perez (adah.perez@osceolaschools.net)

By When: Beginning August 17, 2023.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the Florida Assessment of Student Thinking, our school scored at 34% proficiency in mathematics.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Math achievement in all grade levels will increase to reach 58% proficiency.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will identify the implementation of high-yield strategies and analyze data from classroom walks and observations to guide instructional next steps. The leadership team will analyze formative/summative data to inform next steps using SchoolCity. The Mathematics Instructional Coach will guide grade-level planning sessions to ensure correct processes are being used.

Person responsible for monitoring outcome:

Lianivet Colon Dume (lianivet.colondume@osceolaschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will engage in concrete, representational, and abstract learning opportunities aligned to grade level benchmarks. Students will be exposed to daily numeracy math talks to increase math fluency in order to strengthen their mathematical foundational skills. Students will have learning opportunities to increase critical thinking skills with complex tasks.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Procedural fluency is more than memorizing facts or procedures, and it is more than understanding and being able to use one procedure for a given situation. Procedural fluency builds on a foundation of conceptual understanding, strategic reasoning, and problem-solving (NGA Center & CCSSO, 2010; NCTM, 2000, 2014). All students need to have a deep and flexible knowledge of a variety of procedures, along with an ability to
make critical judgments about which procedures or strategies are appropriate for use, in
particular, situations (NRC, 2001, 2005, 2012; Star, 2005).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The math coach will provide professional development based on classroom trends and data analysis.

Person Responsible: Lianivet Colon Dume (lianivet.colondume@osceolaschools.net)

By When: September 2023, October 2023, January 2024

The math coach will ensure teachers engage in learning cycles provided by Carnegie Learning to promote content understanding.

Person Responsible: Lianivet Colon Dume (lianivet.colondume@osceolaschools.net)

By When: 24 sessions throughout the school year

The math coach will provide coaching cycles for new teachers, teachers that are new to grade levels, and teachers that need additional guidance with implemention of benchmark-based instruction.

Person Responsible: Lianivet Colon Dume (lianivet.colondume@osceolaschools.net)

By When: Begin September 5, 2023

The principal and the leadership team will meet bi-monthly specifically to address data analysis in order to ensure we are providing the necessary support to classroom teachers. In addition, we will hold monthly teacher data chats in order to ensure our trajectory is aligned to our end of year goal.

Person Responsible: Adah Perez (adah.perez@osceolaschools.net)

By When: Beginning August 2023- May 2024

The assistant principal will coordinate extended learning opportunities for targeted subgroups based on results from the PM 1 Math FAST Asssessment.

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

By When: October 12, 2023

Adminstration will oversee the implementation of students tracking data specific to their learning goals and develop action steps to ensure adequate progress to their goals.

Person Responsible: Adah Perez (adah.perez@osceolaschools.net)

By When: Beginning August 17, 2023

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 Statewide Science Assessment, Koa Elementary scored 33% proficient.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Koa Elementary will increase science proficiency on the Statewide Science Assessment from 33% to 51% or better for the 2023-2024 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will identify the implementation of high-yield strategies and analyze data from classroom walks and observations to guide instructional next steps. The leadership team will analyze formative/summative data to inform next steps using SchoolCity. The Instructional Coach will guide grade-level planning sessions to ensure correct processes are being used.

Person responsible for monitoring outcome:

Lianivet Colon Dume (lianivet.colondume@osceolaschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will engage students in hands-on inquiry based scientific investigations to enhance their understanding of critical content. A cross-curricular connection of science and literacy will be used to deepen content knowledge of grade level standards and Fair Game Review Standards. There will be an emphasis on systematic review of science vocabulary. Collaboration among peers will be intentional to provide opportunities to process new learning. Students will also participate in an intentional review of Fair Game Standards based on assessment data.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

"Scientific inquiry refers to a learning approach where students conduct investigations
by asking questions, proposing solutions, and solving problems while gaining knowledge about the natural world. The goal is to understand, test, and apply the laws and principles that govern the natural world."(Learning by Inquiry © 2022) "Inquiry is rooted in the constructivist belief that children are active participators who co?construct knowledge through talk and exploration of materials. Supporters of inquiry?based instruction believe when children construct their own knowledge through inquiry,they have a deeper understanding of scientific phenomena. They also argue students can retain that science knowledge better through inquiry learning than direct instruction(Breddcrman, 1983: McDaniel & Schlager, 1990: Schauble, 1996: Stohr-Hunt 1996).""The Jean Piaget claimed, "each time one prematurely teaches a child something he
could have discovered for himself. that child is kept from inventing it and consequently from understanding it completely" (Piaget, 1979, p. 715)."

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The instructional coach will provided targeted professional development to increase their science content capacity.

Person Responsible: Lianivet Colon Dume (lianivet.colondume@osceolaschools.net)

By When: September 12, 2023

The principal and assistant principal will hold data chats with teachers.

Person Responsible: Adah Perez (adah.perez@osceolaschools.net)

By When: August 8, 2023, October 12, 2023, and January 18, 2024

The instructional coach will plan with teachers to implement the use of cognitively complex informational texts for science concepts.

Person Responsible: Lianivet Colon Dume (lianivet.colondume@osceolaschools.net)

By When: Initial session will begin August 7, 2023

The instructional coach will oversee the implementation of Fair Game Standards based on data as part of House of Science review , Problem of the Day, and Science Bootcamp lessons.

Person Responsible: Lianivet Colon Dume (lianivet.colondume@osceolaschools.net)

By When: Beginning August 10, 2023 and will continue throughout the school year.

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As per the 2023 FAST ELA data 33% of students at Koa demonstrated proficiency. The following subgroups demonstrated proficiency at respective percentages: ESE-10%, FRL-31%, Hispanic-27%, ELL-26%, and Black-39%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Achievement levels for these subgroups will increase to 41% each

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Leadership team will identify high yield strategies as a schoolwide focus and analyze data/trends from classroom walks. PLCs will be held in a central location. Leadership team will analyze formative/ summative data [School City] to inform next steps. Literacy Coach will guide ELA planning sessions with PLTs and will provide specific tiered support for teachers. Administration will conduct classroom observations and will walk classrooms weekly in order to calibrate as an instructional leadership team. MTSS data will be collected and analyzed on an ongoing basis to provide necessary interventions and determine next steps based on student performance. Students will track their data on an ongoing basis.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group reading instruction with a specific focus on the implementation of support with on grade level text will become the focus for the 2023-2024 school year. Small group reading instruction will utilize the on level text provided by Benchmark Advance Florida.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students need increased exposure to on level text in order to achieve grade level proficiency. By providing students with the appropriate scaffolds with on level text during this critical time with the teacher/ interventionist, students will be provided with the chance to close the opportunity gap and demonstrate mastery. In addition, Engaging in CRA, math talks, and complex tasks will allow students the ability to think critically and solve mathematical tasks effectively.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will participate in Professional Development that focuses on instructional strategies that scaffold content for ELL and ESE subgroups. Professional development training will include AVID WICOR instructional strategies and ESE support strategies.

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

By When: September 2023

ELL and ESE Compliance specialists will collaborate to ensure students are supported in all courses by providing ELL and ESE Professional Development and instructional strategies for teachers.

Person Responsible: Adah Perez (adah.perez@osceolaschools.net)

By When: September 2023

Grade levels will group their immediate intensive interventions students based on points to proficiency and need in order to provide targeted instruction.

Person Responsible: Adah Perez (adah.perez@osceolaschools.net)

By When: September 2023

Teir 2 small group instruction will take place at least twice a week based on student will be flexibly grouped by student need. Tier 3 intervention will take place four times per week.

Person Responsible: Adah Perez (adah.perez@osceolaschools.net)

By When: Septermber 2023

Grade levels will participate in weekly PLC meetings that will focus on the development of both standardized lesson plans and common assessments for all students.

Person Responsible: Adah Perez (adah.perez@osceolaschools.net)

By When: August 2023

#5. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Well implemented programs to foster Life Skills are associated with positive short term and long term goals ranging from better test scores and higher graduation rates to improved social behavior. Social-emotional competencies include skills such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as being prepared for class on a daily basis. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need to develop the social, emotional and academic competencies they need to succeed in life.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

2022-2023 Life Skills Panorama Survey showed 65% of students answered favorably for school belonging in the spring. By winter... The spring administration of the 2023-2024 SEL Panorama Survey this question will increase by 5%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

School counselor and administration will review Panorama Survey results and analyze discipline data to determine a course of action to provide students with the appropriate emotional and behavioral support.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students are diverse in their learning styles and needs. It is essential to assess individual learning styles and be flexible in time management to allow for meeting their different needs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Abraham Maslow's pyramidal "Hierarchy of Needs" model is a highly-influential way of organizing human needs from the most "basic" to the most advanced. Maslow's argument is that the most basic needs must be met before people can move "up" to the more advanced needs. It's important to note, however, that Maslow did not argue that each person must have met 100% of each need in order to "move up." For example, a learner can be a little hungry and still learn, but chronic hunger is a problem. Human beings are motivated by goal accomplishment. Achieving goals allows humans to meet their individual wants and needs. Needs are mentally prioritized in order of importance (Maslow, 1943). Less immediate needs have to be met before more important needs can be satisfied. A person's actions will be focused around satisfying the lower-priority needs and will then move on to reach higher-priority needs.

From the bottom up, the needs Maslow advances in this theory are: physiological, safety, love and belonging, esteem, and self-actualization. The needs can be grouped into two categories: "deficiency needs" and "growth needs." Most of the pyramid consists of "deficiency needs." These needs are ones that grow worse over time, and as the need gets stronger, the person's motivation to meet the need gets stronger tool. Life skills is not based on prescribed curricula; instead it is an approach that reflects a set of teaching strategies and practices that are student-centered. They use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers and staff will plan academic tasks that are engaging and relevant to students.

Person Responsible: Wanda Moreno (wanda.moreno@osceolaschools.net)

By When: Beginning August 10, 2023

Teachers will implement the various tools and strategies provided by Panorama Education to facilitate a greater use of self-regulating strategies.

Person Responsible: Wanda Moreno (wanda.moreno@osceolaschools.net)

By When: Beginning September 25, 2023

Teacher will plan to build an environment of belonging through the implementation of PBIS strategies.

Person Responsible: Wanda Moreno (wanda.moreno@osceolaschools.net)

By When: Beginning August 10, 2023

The leadership team will review monthly behavior data for subgroups an develop interventions as required.

Person Responsible: Wanda Moreno (wanda.moreno@osceolaschools.net)

By When: August 8, 2023

Teachers and staff will incorporate Advanced Via Individual Determination (AVID) strategies to help prepare students for post secondary education.

Person Responsible: Wanda Moreno (wanda.moreno@osceolaschools.net)

By When: Beginning August 10, 2023

Girls Club- specific club developed by both our guidance counselor and our social worker in support of specific girls that need additional regarding inclusion and belonging.

Person Responsible: Wanda Moreno (wanda.moreno@osceolaschools.net)

By When: October 2023

Koa elementary has various clubs for students in support of our goal to ensure students find a place where they belong. We have STEM club, dance club, track, cross country, choir and a theater club. We focus on the whole child and the need to support a strong connection to our school by appealing to the interests of the students.

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

By When: Our clubs have started and will continue throughout the school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The principal allocates funding and resources based on the needs of the students at Koa Elementary. Title I funds are used to fund the Math/Science coach, MTSS coach, and paraprofessional positions. These positions are essential in providing additional academic support in the classroom. The Math/Science coach identifies instructional trends through classroom visits and analyzes math data to create a plan to improve student learning. The MTSS coach coordinates interventions to maximize the success of all students. She collaborates with the problem-solving team to make data-based decisions to meet the needs of every student receiving interventions. The Paraprofessionals support teachers with providing tier ii interventions or enriching student learning.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2023 PM3 Star Early Literacy Assessment, 53 students in grades K-2nd performed below grade level. During TIER 1 instruction, Open Court will be used to strengthened students decoding skills. In addition, students will utilize Florida Center for Reading Research (FCRR) center activities to foster their reading skills.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

85 students in grades 3- 5 performed below grade level on the Florida State Standards Assessment. During TIER I instruction, Florida Benchmark Advance curriculum will be utilized to promote comprehension and vocabulary skills. Also, students will utilize Florida Center for Reading Research (FCRR) center activities to foster their reading skills.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

ELA achievement in all grade levels will increase to reach 50% proficiency.

Grades 3-5 Measurable Outcomes

ELA achievement in all grade levels will increase to reach 50% proficiency.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Leadership team will analyze data/trends from classroom walks. PLCs will be held in a central location. Leadership team will analyze formative/summative data [School City] to inform next steps. Literacy Coach will attend ELA planning sessions with PLTs. Administration will conduct classroom observations. MTSS data will be collected and analyzed on an ongoing basis to provide necessary interventions and determine next steps based on student performance.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Calhoun, Shamarla, shamarla.calhoun@osceolaschools.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Open Court provides a research-based approach to literacy with proven success when implemented with fidelity for students in grades K-5. Classroom teachers will implement the various components of this program to ensure they are attending all aspects of literacy.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The combination of small-group and effective classroom instruction results in higher levels of achievement
for students who struggle with literacy (Mathes et al., 2005). Students can accelerate by being provided with
"the most personalized and engaging instruction possible" focused on the essential skills for their grade level (Darling-Hammond, et al., 2020).

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans	Calhoun, Shamarla, shamarla.calhoun@osceolaschools.net
Kindergarten-Second Grade teachers will implement and utilize Open Court curriculum during their 90 minute reading block. Students will learn print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.	Calhoun, Shamarla, shamarla.calhoun@osceolaschools.net
T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation.	Yatsko, Kimberly, kimberly.yatsko@osceolaschools.net
T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.	Yatsko, Kimberly, kimberly.yatsko@osceolaschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be presented to teachers and staff during pre-planning. The teachers and staff will have an opportunity to view our school's data trends and areas of focus. As a result, teachers and staff will be on one accord with the school's plan to provide students with effective educational opportunities to promote academic growth. In addition, the SIP will be disseminated during the first SAC meeting. Key stakeholders will have a chance to review the SIP and ask questions or provide input to assist our students with moving forward to academic growth and proficiency. This meeting will be held in English and Spanish to ensure parents have a firm understanding of the information. Also, all family events will incorporate SIP to ensure parents and business partners can support Koa Elementary with its educational initiatives.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school engages families, students and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction. Staff is held accountable for the implementation of any changes. A clear code of conduct for students and adults with input from various stakeholders such as students, families and school personnel has been created and implemented in support of a well structured learning environment. The school has established an infrastructure to support family engagement, such as decision-making SAC council. Parents are also afforded the on-going opportunity to meet with classroom teachers on a regular basis in support of their child's academic success. 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.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Students will engage with grade level content daily. Teachers will monitor student progress and adapt instruction to enrich student learning. Also, grades K-5 will integrate technology and STEM into daily instruction to accelerate the curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Koa Elementary School coordinates the development of the School Improvement Plan alongside several federal, state, and local services, such as: Title I, Part A for the implementation of supplemental education for disadvantaged students; Title II, Part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation and support of students and families in transition; and Perkins Career and Technical Education for the implementation of postsecondary opportunities and experiences.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our guidance counselor provides every student in our school with prescribed lessons that are taught during block rotation specifically addressing skills related to social interactions and how to keep each other safe on campus. In addition, our school is supported by a social worker who assists with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provides individual and group counseling/therapy.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our school provides students with varied experiences (theater, sports, STEAM, etc) in support of the college and career pathways that exist outside of the preK-12 system. Students are encouraged to explore the various opportunities for growth in order to create exposure to varied pathways to success. Our school has a college and career day planned preK-5 in order to provide a platform for awareness of postsecondary opportunities.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our behavioral support team (guidance counselor, administration, MTSS lead, academic coaches, social worker) meets with classroom teachers, students and parents in order to develop the specific behavioral support needed for identified students. All preK-5 students receive Tier 1, or core instruction, for life skills. Every morning teachers have a morning meeting/community circle with their group of students. During morning meeting/community circle, teachers do a go-around check-in with students, use a common and consistent language around behavior, and address any classroom issues. If additional support is needed, the behavioral team works with the classroom teacher in order to support.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Our leadership team provides monthly prescribed professional learning opportunities based on the needs of our staff. In addition, we meet as a schoolwide PLT in order to model specific high yield strategies that support optimal student growth. Our teachers and paraprofessionals are also provided with the opportunity to attend monthly colleague cafes offered during the school day in support of growth regarding method and pedagogy. Koa Elementary also provides all newly hired teachers with mentor teachers and a full year mentoring program in order to recruit and retain highly effective teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Our voluntary preschool program provides students with exposure to academic standards and rigor appropriately aligned to the development of the child. Literacy and language skills are a large part of VPK standards which helps each child develop better social skills (and less behavioral issues) when entering kindergarten and builds a strong foundation for the future. By providing students with this structured exposure to learning, the transition from VPK to kindergarten becomes seamless and students are able to gain additional skills necessary to demonstrate academic readiness from one grade level to the next.