

School District of Osceola County, FL

Koa Elementary School



2019-20 School Improvement Plan

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Koa Elementary School

5000 KOA ST, Kissimmee, FL 34758

www.osceolaschools.net

Demographics

Principal: Ashton Terry

Start Date for this Principal: 7/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part 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

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Terry, Ashton	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.
Penaloza, Lastenia	Assistant Principal	To assist the principal in the operation and management of all activities and functions which occur within a school. To assist the principal in all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To serve as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.
Rogers, Andrea	Instructional Coach	To serve as a school Literacy coach and mentor by conducting model lessons, conducting professional development, observing classroom instruction, providing non-evaluative feedback on instructional practice and facilitating teacher meetings. To work with and collaborate with the school Multi-Tiered System of Support (MTSS) team in identifying student instructional needs, analyzing data, implementing school-wide instructional change, and helping to implement student intervention strategies. To facilitate implementation of state curriculum by providing technical assistance and on-going support for teachers as they identify authentic learning activities and materials, implement effective English Language Arts instructional strategies, and evaluate student progress. To support and assist school staff in identifying needs of students and developing educational plans to support those instructional needs. Support school and district initiatives by attending district Literacy Coach training/meetings and then sharing and applying this information at the school. To assist in the preparation of written documents which promote programs and support instruction reflective of school/district goals and activities. To assist in writing, compiling, and disseminating English Language Arts curriculum at the school. To provide opportunities for professional development in English Language Arts involving teachers, assistants, administrators, parents and other stakeholders. To coordinate and assist with school data assessment, monitor student progress, and train staff in student data analysis. To assist in the facilitation of parent/community involvement in the education process at the school level. To participate in the selection and/or adoption of textbooks and other instruction materials at the school and/or

Name	Title	Job Duties and Responsibilities
		<p>county level. To perform other duties as directed by Principal or district curriculum administrator.</p>
<p>Purnell, Jennifer</p>	<p>Instructional Coach</p>	<p>Serve as coach, mentor, and conduct on-going classroom observations of math and science instruction. Facilitate implementation of appropriate math and science curriculum by providing technical assistant and on-going support for elementary school teachers as they identify and implement authentic learning activities and materials, implement effective teaching strategies, evaluate student progress, and participate in student screening and progress monitoring. Support and assist classroom teachers in assessing the specific math and science needs of students, develop appropriate, differentiated instruction, and refer students to the elementary school remediation process if necessary. Assist the district in implementing math and science curriculum. Provide opportunities for professional development in math and science components, scientifically-based math and science research, high quality math and science instruction, and data interpretation and management; involving teachers, assistants, administrators, parents, and other stakeholders. Coordinate and assist with math and science assessments, student progress monitoring, and training teachers in student data analysis. Participate in the selection and/or adoption of textbooks and other instructional materials at the school and/or county level. Assist in the preparation and monitoring of the SIP/ CIM. Inventory and monitor the use of math/science materials. Coordinate vertical articulation between grade levels. Perform other duties as directed by the Principal or the Director of Elementary Education.</p>
	<p>Instructional Media</p>	<p>Tammie Pulliam, Media Specialist</p> <p>To work cooperatively within the school community in planning media center services and activities. To convert plans into written programs including policies, procedures, budgets, etc. To maintain user-oriented environment, arrange and circulate resources, and manage personnel. To conduct program assessment and analyze data for program modification. To know how to select and evaluate all types of media, to know the sources for selection, the criteria for judging, and to have the ability to purchase media in terms of the needs of the students and teachers in their particular situations. To provide for the weeding, inventory, and repair of all materials and equipment. To plan with the faculty for a systematic and integrated program of library instruction, instruction that covers fundamental library skills and is taught in a context of meaningful relationships for the pupil. To serve as a resource consultant when working with the faculty on curriculum development, provide reference assistance, motivation, and guidance in reading/viewing/listening, to orient and instruct</p>

Name	Title	Job Duties and Responsibilities
		students and educators. To provide production resources and technical assistance and encourage teachers and pupils toward a multi-media approach to learning. To serve as a spokesperson for the media program and profession. To belong to professional organizations, know current trends, and make them know to the personnel with whom they work. To perform other duties as assigned by the principal.
Yatsko, Kimberly	Other	.5 MTSS Coach, .5 Interventionist Supports teachers by facilitating MTSS meetings to plan interventions and ensure students with gaps in learning are getting needed additional instruction. Works with groups of low-performing students during intervention time.

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	105	76	85	99	94	101	0	0	0	0	0	0	0	560
Attendance below 90 percent	14	16	19	11	14	18	0	0	0	0	0	0	0	92
One or more suspensions	0	5	1	0	3	2	10	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	40	41	0	0	0	0	0	0	0	82

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	1	4	9	0	0	0	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	7	3	1	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

30

Date this data was collected or last updated

Tuesday 9/3/2019

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	30	21	20	20	20	14	0	0	0	0	0	0	0	125
One or more suspensions	3	5	4	7	8	11	0	0	0	0	0	0	0	38
Course failure in ELA or Math	0	1	2	3	22	4	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	28	25	26	0	0	0	0	0	0	0	79

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	3	3	12	20	12	0	0	0	0	0	0	0	52

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	30	21	20	20	20	14	0	0	0	0	0	0	0	125
One or more suspensions	3	5	4	7	8	11	0	0	0	0	0	0	0	38
Course failure in ELA or Math	0	1	2	3	22	4	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	28	25	26	0	0	0	0	0	0	0	79

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	3	3	12	20	12	0	0	0	0	0	0	0	52

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	46%	53%	57%	50%	51%	56%
ELA Learning Gains	52%	56%	58%	56%	54%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	43%	51%	53%	54%	46%	48%
Math Achievement	45%	55%	63%	47%	54%	62%
Math Learning Gains	54%	59%	62%	59%	56%	59%
Math Lowest 25th Percentile	43%	45%	51%	43%	42%	47%
Science Achievement	42%	49%	53%	36%	51%	55%

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	105 (0)	76 (0)	85 (0)	99 (0)	94 (0)	101 (0)	560 (0)
Attendance below 90 percent	14 (30)	16 (21)	19 (20)	11 (20)	14 (20)	18 (14)	92 (125)
One or more suspensions	0 (3)	5 (5)	1 (4)	0 (7)	3 (8)	2 (11)	11 (38)
Course failure in ELA or Math	0 (0)	0 (1)	0 (2)	0 (3)	0 (22)	0 (4)	0 (32)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (28)	40 (25)	41 (26)	82 (79)

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	38%	51%	-13%	58%	-20%
	2018	44%	51%	-7%	57%	-13%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	42%	51%	-9%	58%	-16%
	2018	48%	48%	0%	56%	-8%
Same Grade Comparison		-6%				
Cohort Comparison		-2%				
05	2019	42%	48%	-6%	56%	-14%
	2018	41%	50%	-9%	55%	-14%
Same Grade Comparison		1%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	35%	54%	-19%	62%	-27%
	2018	38%	51%	-13%	62%	-24%
Same Grade Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2019	49%	53%	-4%	64%	-15%
	2018	53%	53%	0%	62%	-9%
Same Grade Comparison		-4%				
Cohort Comparison		11%				
05	2019	36%	48%	-12%	60%	-24%
	2018	39%	52%	-13%	61%	-22%
Same Grade Comparison		-3%				
Cohort Comparison		-17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	36%	45%	-9%	53%	-17%
	2018	31%	49%	-18%	55%	-24%
Same Grade Comparison		5%				
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 2016-17	C & C Accel 2016-17
SWD	9	27	30	13	40	40	14				
ELL	33	49	47	32	48	38	26				
BLK	48	56		43	51	30	29				
HSP	45	53	48	43	54	50	41				
WHT	55	50		71	64						
FRL	44	52	45	44	51	39	42				

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 2015-16	C & C Accel 2015-16
SWD	19	44	43	21	35	40					
ELL	37	48	54	35	52	33	5				
BLK	51	59	67	46	59	44	34				
HSP	48	54	50	44	57	38	34				
WHT	60	57		67	67						
FRL	51	56	51	49	60	48	34				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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

ELL Students dropped from 22% Proficiency in ELA during 2017-18 to 10% Proficiency in 2018-19. A major factor contributing to this drop was fluctuation in our ELL paraprofessionals during the middle of the school year, with one being shifted to a front office role, and another being promoted as teacher. Until the new paras were hired, there was a period of time where students were not receiving the necessary quality and quantity of interventions.

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

ELL Students in ELA. See question a. (above) for details.

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 math achievement was at 45%, while the state average was 63%. This represents an 18% gap. Our school has room for improvement in differentiated instruction at all tiers during classroom and intervention times. This is reflected in our Lowest 25% math scores as well.

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

ESE students improved from 20% proficiency in 2017-18 to 39% proficiency in 2018-19. This shows a 19% improvement. Every week, we implemented the "Review/Preview" materials from the district. This was a very successful approach with our ESE learners, as observed by the Leadership Team via classroom visits and feedback from teachers. In addition, we implemented Standards Mastery through i-ready Math. Teachers utilized data to target areas of need for our ESE students during regular math block and intervention time. In addition, one of our new VE teachers was a former departmentalized math teacher. In her new role, she utilized her strong math background and teacher relationships to positively impact our ESE learners.

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

Of the 52 K-5 students showing at least two EWS indicators, 44 of these students were in grades 3-5 (FSA testing grades). In addition to 38 suspensions last year, Koa had 348 processed referrals. This was the 3rd highest amount in the district out of 25 elementary K-5 schools.

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

1. Literacy
2. Mathematics
3. Science
4. Professional Learning Communities (PLC's)
5. Post-Secondary Culture

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	We will plan for and engage students in standards-based, differentiated instruction in Literacy to ensure learning for all students.
Rationale	Our school dropped from 17-18 to 18-19 in every measurable ELA category (Achievement, Learning Gains, Lowest 25% Gains, ELL Achievement, and ESE Achievement).
State the measureable outcome the school plans to achieve	<p>ELA Achievement-50%</p> <p>ELA Learning Gains-57%</p> <p>ELA Lowest 25% Gains-54%</p> <p>ELA Achievement of ELL Students-20%</p> <p>ELA Achievement of ESE Students-20%</p>
Person responsible for monitoring outcome	Ashton Terry (ashton.terry@osceolaschools.net)
Evidence-based Strategy	We will implement a systematic process of instruction and intervention to maximize the impact of time spent working with students. This will include tri-weekly MTSS meetings to review progress of each student and make updates to instructional plans as necessary. Principal and leadership team will conduct daily walkthroughs of ELA classrooms to ensure correct strategies and systemic process of instruction is being implemented effectively. School Stocktake will take place monthly to report progress to the Principal on Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	By targeting Reading block as well as intervention times for systematic implementation and monitoring of work done with students, we can ensure that Tier I students as well as specific subgroups (Low 25%, ELL, ESE) are being provided with the most appropriate curriculum and instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. English Language Learners (ELL) Taskforce will meet monthly during school hours, with one grade level representative per team in attendance. 2. Exceptional Student Education (ESE) Taskforce will meet monthly during school hours, with one grade level representative per team in attendance. 3. Administration and the Leadership Team will be monitoring instruction during class and intervention times, providing feedback to individual teachers, grade levels, and school-wide based on data trends. 4. Grade levels will have MTSS meetings every 3-4 weeks to discuss student progress and update iii groups and instructional plans as necessary. 5. ELA Lowest 25% and "Bubble" students will be identified to attend additional opportunities such as "Double Dose" interventions and after-school tutoring. 6. Teacher teams will track every student by standard using a tracker, on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery. 7. Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.

8. Teachers will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency.

9. The Literacy Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

10. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ESOL Compliance Specialist and RCS.

**Person
Responsible**

Andrea Rogers (andrea.rogers@osceolaschools.net)

#2	
Title	We will plan for and engage students in standards-based, differentiated instruction in Mathematics to ensure learning for all students.
Rationale	Our school dropped from 17-18 to 18-19 in Math Achievement, Learning Gains, and ELL Achievement.
State the measurable outcome the school plans to achieve	Math Achievement-47% Math Learning Gains-59% Math Lowest 25% Gains-50% Math Achievement of ELL Students-20% Math Achievement of ESE Students-40%
Person responsible for monitoring outcome	Ashton Terry (ashton.terry@osceolaschools.net)
Evidence-based Strategy	We will implement a systematic process of instruction and intervention to maximize the impact of time spent working with students. This will include tri-weekly MTSS meetings to review progress of each student and make updates to instructional plans as necessary. We will also provide Professional Development to teachers on what an effective 60-minute mathematics block should look like. Principal and leadership team will conduct daily walkthroughs of math classrooms to ensure correct strategies and systemic process of instruction is being implemented effectively. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	By targeting Math block as well as intervention times for systematic implementation and monitoring of work done with students, we can ensure that Tier I students as well as specific subgroups (Especially Lowest 25% and ELL's) are being provided with the most appropriate curriculum and instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. English Language Learners (ELL) Taskforce and Exceptional Student Education (ESE) Taskforce will meet monthly during school hours, with one grade level representative per team in attendance. 2. Administration and the Leadership Team will be monitoring instruction during class and intervention times, providing feedback to individual teachers, grade levels, and school-wide based on data trends. 3. Grade levels will have MTSS meetings every 3-4 weeks to discuss student progress and update iii groups and instructional plans as necessary. 4. Math Lowest 25% and "Bubble" students will be identified to attend additional opportunities such as "Double Dose" interventions and after-school tutoring. 5. Math/Science Coach will provide PD to teachers as to what an effective 60-minute math block looks like. This will be followed by visits by coaches/ administration to ensure that tactics from the training are implemented by teachers. 6. At the beginning of the school year, a mathematics intervention plan was developed to include instructions on the placement of students into

intervention groups. The intervention plan consists of resources for each tier, directions for using the resource, and guidelines on student placement. Curriculum choices and instructional decisions will be guided by the school's Math Coach.

7. Math formative assessments will be on-going throughout the school year. Students will be assessed through PLC and district created assessments, checklists (Success Criteria), and fluency checks. Assessments will be analyzed by PLCs and Math Coach to monitor effectiveness of instruction. Coaching support will be offered by the Math Coach.

8. Teachers will provide interventions for Enrichment, Tier 1, Tier 2, and Tier 3 in math. Math tier 2 interventions will occur within the 60 mins of math instruction by grade level math teachers and tier 3 interventions will occur outside the math block using an interventionist or math coach.

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

10. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.

11. Monitor and Support - During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.

12. Student Self-Tracking - Students will track their own learning through teacher provided success criteria.

Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.

**Person
Responsible**

Jennifer Purnell (jennifer.purnell@osceolaschools.net)

#3**Title**

We will plan for and engage students in standards-based, differentiated instruction in Science to ensure learning for all students.

Rationale

Our science scores have been consistently below district and state averages for years. Science has been our lowest-scoring FSA category for the past three years.

State the measurable outcome the school plans to achieve

Increase Science Achievement on the Grade 5 Statewide Science Assessment from 42% to 48%.

Person responsible for monitoring outcome

Ashton Terry (ashton.terry@osceolaschools.net)

Evidence-based Strategy

We will implement a system of hands-on laboratories and benchmark progress monitoring for all grades K-5. Principal and leadership team will conduct daily walkthroughs of science classrooms to ensure correct strategies and systemic process of instruction is being implemented effectively.

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

Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

There has not been enough focus on Science before grade 5 due to the fact there is no state or district testing prior to this grade that impacts the school grade or teachers' performance evaluations. Therefore students are going into grade 5 without the prerequisite knowledge and skills to be as successful as they could be by the start of the Statewide Science Assessment.

Research states that when teachers utilize high yield strategies to increase the students' science vocabulary knowledge, informational reading strategies and allow time for quality hands on science activities. Then student achievement increases. Classroom teachers will use district created Curriculum Unit Plans for tier one instruction. District and PLC developed formative assessments will be used to frequently assess student progress and uploaded into School City for PLCs to easily access to analyze for grade level intervention decision making. Intervention opportunities will be offered by highly qualified instructional staff using district adopted Science curriculum.

Rationale for Evidence-based Strategy

Providing quality classroom Science instruction with researched validated characteristics make a measurable, positive impact on all students.

Action Step**Description**

1. Establish schedule for all grade levels to attend hands-on science lab on a rotation. This will be implemented by the Math/Science Coach and monitored by administration.
2. Provide time during pre-planning for grade levels to develop formative and summative benchmark assessments.
3. Implement a school-wide assessment system for science at all grades K-5,

- with teachers being held accountable for student achievement.
4. Utilize assessments at the 5th grade level to identify "bubble" students who need extra intervention to increase chances of scoring at or above proficiency on the Statewide Science Assessment.
 5. Leadership Team and Administration will visit classrooms during science time in grades K-5, and provide feedback/next steps to ensure school-wide fidelity and improvement.
 6. Principal and leadership team will conduct daily walkthroughs of science classrooms to ensure correct strategies and systemic process of instruction is being implemented effectively.
 7. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.
 8. 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.
 9. Individual data chats will be conducted with the leadership team three times during the school year to ensure teachers have guidance pertaining to instructional choices made for individual students. Data chats are also an opportunity for the leadership to be involved in the monitoring of specific students and recognize grade level or content specific trends across the school.
 10. Tier 2 Interventions - Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to sharpen their comprehension.
 11. Data Tracking Student by Standard - Teachers will track essential standards. After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.
 12. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.
 13. During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.
 14. Students will track their own learning through teacher provided success criteria.
Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.
 15. The Science Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

**Person
Responsible**

Jennifer Purnell (jennifer.purnell@osceolaschools.net)

#4

Title	We will strengthen collaborative processes to ensure that the learning needs of all students are met. 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 measureable outcome the school plans to achieve

All 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

Ashton Terry (ashton.terry@osceolaschools.net)

Evidence-based Strategy

-Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, Social Studies, and Science PLCs. -School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. -Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model. -If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase. -Principal and leadership team will conduct daily walkthroughs of all classrooms to ensure correct strategies and systemic process of instruction is being implemented effectively.

Rationale for 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.

Action Step**Description**

-Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. =Principal and assistant principal will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC.

- Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.
- School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted to train staff on the School City platform.
- Mentoring will be conducted for all teams, and additional support will be given for teams below stage 5 after fall inventory so they become an effective collaborative team.
- A PLC Guiding Coalition will be formed to oversee the process.
- District formative assessments will be given every four and a half weeks in all accountability areas.
- 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 Lastenia Penaloza (lastenia.penaloza@osceolaschools.net)

#5	
Title	We will strengthen Post-Secondary Culture to ensure that the learning needs of all students are met.
Rationale	AVID/College and Career Readiness has never been a focal point of our school or a component within the School Improvement Plan.
State the measureable outcome the school plans to achieve	Design and implement PD so teachers can train students to utilize organizational strategies. Design and implement a 3-year plan to become an AVID school.
Person responsible for monitoring outcome	Lastenia Penaloza (lastenia.penaloza@osceolaschools.net)
Evidence-based Strategy	Will have documented AVID PD at selected PLC's during the school year. Will have evidence of implementation via lesson plans and classroom visit artifacts/data.
Rationale for Evidence-based Strategy	AVID and WICOR strategies have the ability to impact the culture of a school for students and staff.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify teachers on campus who are AVID-trained, and select a point person who can champion this area of focus in our School Improvement Plan. 2. Plan for and implement AVID-based mini PD sessions during PLC's to allow staff to see and take away best practices back to their classrooms. 3. Administration will monitor for use of these strategies in classrooms, and highlight the use of effective AVID strategies in school-wide "Great Happenings" communication 4. Take advantage of any AVID trainings offered by the district that we are able to send teachers to.
Person Responsible	Lastenia Penaloza (lastenia.penaloza@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 Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

PFEP Link

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

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

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

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

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

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

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

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

The school implements weekly series of MTSS meetings designed for admin, coaches, interventionist, and teachers to review student data, analyze strengths and gaps in learning, and determine next steps for differentiation during regular class time as well as intervention periods in Reading and Math. These weekly meetings will be done on a 3-week rotation (K-1, 2-3, and 4-5) so that there is an opportunity for each grade level to implement changes and assess how students respond to the intervention in a reasonable amount of time.

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 Alternative Programs Department to ensure that all student needs are met.

Title II

Focused professional learning opportunities offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities.

Title III

The Multicultural Department assists in identifying at-risk Limited English, immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers from cultural and linguistic needs.

IDEA provides support for students with Individual Education Plan, students identified through the PreK Education Evaluation Program, 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 well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve use of technology to improve academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

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

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

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

Part V: Budget

1	III.A	Areas of Focus: We will plan for and engage students in standards-based, differentiated instruction in Literacy to ensure learning for all students.				\$9,643.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	590-Other Materials and Supplies	0300 - Koa Elementary School	Title, I Part A		\$9,643.00
			<i>Notes: Reading Intervention Materials. Will include resources for interventions such as Corrective Reading, Guided Reading, and Leveled Literacy.</i>			
2	III.A	Areas of Focus: We will plan for and engage students in standards-based, differentiated instruction in Mathematics to ensure learning for all students.				\$2,439.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0300 - Koa Elementary School	Title, I Part A		\$2,439.00
			<i>Notes: Hiring teachers for after-school tutoring which will include math interventions.</i>			
3	III.A	Areas of Focus: We will plan for and engage students in standards-based, differentiated instruction in Science to ensure learning for all students.				\$2,640.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	520-Textbooks	0300 - Koa Elementary School	Title, I Part A		\$2,640.00
			<i>Notes: Educational Bootcamp-Science Bootcamp Speed Bag, and Scienceables Booklets</i>			
4	III.A	Areas of Focus: We will strengthen collaborative processes to ensure that the learning needs of all students are met. to ensure that the learning needs of all students are met.				\$7,102.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	140-Substitute Teachers	0300 - Koa Elementary School			\$7,102.00
			<i>Notes: Funding to pay substitutes to allow teams in grades K-5 one quarterly half-day PLC session during work hours.</i>			
5	III.A	Areas of Focus: We will strengthen Post-Secondary Culture to ensure that the learning needs of all students are met.				\$0.00

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	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0300 - Koa Elementary School			\$0.00
			<i>Notes: We are doing in-house trainings and events that do not have a cost.. We plan to invest in AVID and College/Career materials/activities beginning in 2020-2021.</i>			
					Total:	\$21,824.00