

Volusia County Schools

# Osteen Elementary School



2015-16 School Improvement Plan

# Osteen Elementary School

500 DOYLE RD, Osteen, FL 32764

<http://myvolusiaschools.org/school/osteen/pages/defjbambri@volusia.k12.fl.usault.aspx>

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	75%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	33%

## School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	C	C	B

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

## SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The Osteen Elementary family of parents, teachers, and the community is dedicated to the total development of each child in a positive environment.

##### Provide the school's vision statement

Everyone, everyday striving to excel in every way!

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the beginning of the school year teachers utilize questionnaires and introductions to gather information about the students and strengthen rapport. Each month we introduce information from cultures around the world. When possible certain nationalities are celebrated through music, literature, and projects. We are hosting a multicultural day. Parents and community are included in these events.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

We have a supervision schedule that provides supervision of students throughout the day. Students are encouraged to report any and all cases involving bullying and harassment; to which the school has a zero tolerance policy. Teachers and students discuss an environment of respect and rapport.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Classroom teachers have behavioral contracts that specify specific expected on task behaviors. These behaviors are communicated to all parents via parent letters. The school holds discipline assemblies to discuss, explain, and enforce the school rules. There is a clear protocol for determining and generating referrals both positive and those that require disciplinary action.

##### 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

All students who display social-emotional concerns are monitored through the classroom teacher and guidance counselor. If the student requires specific assistance school personnel will follow established protocols and procedures for recommending students for services such as counseling, Social Worker, Mentoring Program, HBS, and/or PST.

#### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).



**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Osteen Elementary has created an aggressive attendance initiative. By educating parents and students on the importance of attending and arriving on time to school, we are expecting improvement in these areas. We have also asked for assistance of the school social worker who is monitoring absences at rates of 5, 10 and 15.

Osteen is providing structured guidance groups to address the issues of suspensions and behavioral concerns.

Osteen is providing STAR tutoring for students who scored a level 1 on state mandated test. We are also using reading lab and math lab to target the lower quartile.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0	12	17	9	15	5	58
One or more suspensions	5	3	3	7	10	11	39
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	26	33	33	92

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	5	6	11	22

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Osteen Elementary has created an aggressive attendance initiative. By educating parents and students on the importance of attending and arriving on time to school, we are expecting improvement in these areas. We have also asked for assistance of the school social worker who is monitoring absences at rates of 5, 10 and 15.

Osteen is providing structured guidance groups to address the issues of suspensions and behavioral concerns.

Osteen is providing STAR tutoring for students who scored a level 1 on state mandated test. We are also using reading lab and math lab to target the lower quartile.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

*PIP Link*

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183083>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Osteen Elementary utilizes Title 1 funds to provide a parent liaison who will work with parents to discover and develop specialized talents they have and resources they can provide to the school. This person also works as the volunteer coordinator. She will organize resources and spread them to the school when and where they are best utilized. She will venture into the community to find additional resources in local businesses, and community clubs.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Raimundo, Cristina	Assistant Principal
Churms, Shannon	Instructional Coach
Bambrick, James	Principal
Baldwin, Teresa	Instructional Coach
Bumpus, Christine	Teacher, K-12
Goodling, Roxanne	Teacher, K-12
Marron, Aricelis	Teacher, K-12
West, Heather	Teacher, K-12

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP? The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

**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 improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Title I, Part A:

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Osteen Elementary School include:

- Academic Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teacher to provide interventions for students in need
- Math Intervention Teacher to provide interventions for students in need
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers.

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments

that ensure the appropriate pathway toward graduation.

#### Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

#### Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

#### Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

#### Nutrition Programs

Osteen Elementary School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness Classes
- Running Club

#### Housing Programs

N/A

#### Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

Osteen Elementary School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Shannon Churms	Teacher
James Bambrick	Principal
Megan Oravets	Business/Community
Jodee Deen	Parent
Gina Gabano	Parent
Theresa Beattie	Parent
Angela Tanner	Parent
Sunshine Bush	Parent
Heidi Corchado	Teacher
Bridget Floyd	Education Support Employee
Cynthia Knight	Parent
Jennifer Scorza	Teacher
Mildred Fruth	Parent
Erica Cerbuls	Parent
Theresa Butial	Parent
Jennifer Oglesby	Parent
Steve Hager	Parent
Heather LeFils	Teacher

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

During the first SAC meeting the SAC reviewed the school data as reported from FCAT Science 2.0. We discussed the different strategies used during the last school year. We discussed the effectiveness of the strategies.

*Development of this school improvement plan*

Osteen Elementary SAC committee helps develop the School improvement plan through committee meetings where discussions deal with school data, ideas for improvement, barriers to improvement, and ideas on removing barriers allowing improvement to happen. The committee has a budget that can be used to support programs used in the school toward the goal of improvement.

*Preparation of the school's annual budget and plan*

SAC provided input on decisions on spending with in the school.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

The committee will use SAC funds to support programs that will improve student achievement in our targeted areas. The SAC committee members voted to use the funds to purchase I-Pads, training for teachers, and supplies for classrooms.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Bambrick, James	Principal
Raimundo, Cristina	Assistant Principal
Churms, Shannon	Instructional Coach
Baldwin, Teresa	Instructional Coach
Bumpus, Christine	Teacher, K-12
Goodling, Roxanne	Teacher, K-12
Marron, Aricelis	Teacher, K-12
West, Heather	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

LLT will work through a multi-tiered system of support in order to focus on lowest quartile of students and build an enrichment program for our highest quartile of students. We will provide tutoring sessions to support all students in reading and math. Math and Reading Labs will be provided to target specific needs of students in each area of literacy and mathematics.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Osteen utilizes TT meetings once a week for 40 minutes in which we encourage grade levels to use collaborative team planning to align standards and assessments to target the needs of students. Osteen has also utilized PLC meetings one hour each week for cross grade level collaboration and planning.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

To recruit teachers Osteen follows District recruitment policies and procedures. To retain highly effective teachers Osteen provides one on one time with academic coach, provides on site workshops as well as offsite workshops and fosters a caring dependable environment through PLC and team build activities.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

At Osteen we are using our Academic Coaches to mentor teachers especially newly hired teachers through informal meeting, classroom visitations, curriculum discussion and PLC meeting with grade level peers. . We also provide new teachers with mentor teachers to support them through the process of the first year.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

**Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards**

The district provides curriculum maps that are aligned to the Florida state standards. During PLC and planning time, teachers use these maps to drive instruction.

#### Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Osteen has 2 academic coaches that provide support through a data wall. After assessments are given, they are analyzed and through the use of this wall the teachers know where intervention, reteach, or enrichment will be needed. Osteen has a math and reading learning lab that provides intervention. Student assignment to labs are based on FSA scores as well as district and common formative and summative classroom assessments ..

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 10,000

Students participate in programs such as homework club, dance club, reading club ( leveled readers and Reading Counts), Sumdog website for math enrichment and arts and craft clubs. They also have the use of the technology lab to increase reading, math, and research skills.

#### **Strategy Rationale**

Students will be able to have time to practice skills and strategies taught during the school day.

#### **Strategy Purpose(s)**

- Enrichment

#### **Person(s) responsible for monitoring implementation of the strategy**

Raimundo, Cristina, craimund@volusia.k12.fl.us

#### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Reports are generated through Kidzlit, readingplus, reading counts and sumdog as well as by teachers monitoring homework completion and assessment scores on practiced material.

### Student Transition and Readiness

#### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children’s learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

**College and Career Readiness**

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

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

**Needs Assessment**

**Problem Identification**

**Data to Support Problem Identification**

**Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

**Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

**Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Math, Reading, and Writing are below average on district assessments. Math and Writing were also lower than district and state averages on the latest FSA scores. Math and Writing will be out focus.



### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

- High Points/Low Points: language arts: fifth grade performed above level in all tests
  - Fourth Grade: met the goal 3 of 4 times
  - 3rd Grade: Below level every time
  - 2nd grade: Below level every time
  - 1st Grade: Below Grade every time
  - Kinder: above LEVEL WITH ONE TEST
  - High Points/Low Points: MATH
  - Fifth Grade: above  $\frac{3}{4}$  on VMT
  - 4TH Grade: better 2/4 times
  - 3rd grade: below level on each test
  - 2nd Grade: below level on each test
  - 1st Grade: Below level in each one
  - High Points/Low Points: SCIENCE:
  - 5th Grade: below on each close on 4/5
  - 4th Grade: below on  $\frac{3}{4}$
  - 3rd Grade: below on all VST
-

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If all teachers actively participate in team collaboration through PLCs with fidelity, then overall student achievement will increase.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If all teachers actively participate in team collaboration through PLCs with fidelity, then overall student achievement will increase. 1a

G068822

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	76.0
Math Gains	62.0
Math Lowest 25% Gains	62.0
FSA Mathematics - Achievement	52.0

**Resources Available to Support the Goal** 2

- Scheduled time
- Academic Coaches and teachers
- Training by SLT
- School to school collaboration
- Data and technology

**Targeted Barriers to Achieving the Goal** 3

- Lack of PLC specific knowledge

**Plan to Monitor Progress Toward G1.** 8

Teachers and administration will meet weekly in PLCs to discuss progress toward our goal

**Person Responsible**

Cristina Raimundo

**Schedule**

Quarterly, from 8/18/2015 to 6/10/2016

**Evidence of Completion**

Data wall, pinnacle gradebook, Eduphoria, state assessments, and school grades

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** = Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** If all teachers actively participate in team collaboration through PLCs with fidelity, then overall student achievement will increase. **1**

 G068822

**G1.B6** Lack of PLC specific knowledge **2**

 B178841

**G1.B6.S1** Increase knowledge from a refresher PD from Solution Tree **4**

 S190199

#### Strategy Rationale

With more knowledge of PLC specific content, teachers will be able to collaborate more effectively.

#### Action Step 1 **5**

PD from Solution Tree with continued support from Global PD Associates throughout the year.

#### Person Responsible

Cristina Raimundo

#### Schedule

Quarterly, from 8/24/2015 to 7/8/2016

#### Evidence of Completion

Classroom, district, standardized test, state and school grades.

**Plan to Monitor Fidelity of Implementation of G1.B6.S1 6**

Observation during PLCs, TT time, to ensure collaboration is occurring.

**Person Responsible**

Cristina Raimundo

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Academic achievement through classroom, district, and standardized assessment.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7**

Observation during PLCs and TT time academic achievement through classroom, district, and standardized assessments..

**Person Responsible**

Cristina Raimundo

**Schedule**

Weekly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

PLC agendas, team sharing, coaches notes, administrative walk throughs.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.A1	PD from Solution Tree with continued support from Global PD Associates throughout the year.	Raimundo, Cristina	8/24/2015	Classroom, district, standardized test, state and school grades.	7/8/2016 quarterly
G1.MA1	Teachers and administration will meet weekly in PLCs to discuss progress toward our goal	Raimundo, Cristina	8/18/2015	Data wall, pinnacle gradebook, Eduphoria, state assessments, and school grades	6/10/2016 quarterly
G1.B6.S1.MA1	Observation during PLCs and TT time academic achievement through classroom, district, and standardized assessments..	Raimundo, Cristina	8/24/2015	PLC agendas, team sharing, coaches notes, administrative walk throughs.	6/10/2016 weekly
G1.B6.S1.MA1	Observation during PLCs, TT time, to ensure collaboration is occurring.	Raimundo, Cristina	8/24/2015	Academic achievement through classroom, district, and standardized assessment.	6/10/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If all teachers actively participate in team collaboration through PLCs with fidelity, then overall student achievement will increase.

**G1.B6** Lack of PLC specific knowledge

**G1.B6.S1** Increase knowledge from a refresher PD from Solution Tree

### **PD Opportunity 1**

PD from Solution Tree with continued support from Global PD Associates throughout the year.

#### **Facilitator**

Solution Tree and SLT

#### **Participants**

All faculty

#### **Schedule**

Quarterly, from 8/24/2015 to 7/8/2016

**Technical Assistance Items**

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**Budget**

<b>Budget Data</b>						
1	G1.B6.S1.A1	PD from Solution Tree with continued support from Global PD Associates throughout the year.				\$10,850.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2021 - Osteen Elementary School	Title I Part A	0.5	\$10,850.00
			<i>Notes: This was entered by Kati as a test</i>			
					<b>Total:</b>	<b>\$10,850.00</b>