

St. Johns County School District

Osceola Elementary School



2015-16 School Improvement Plan

Osceola Elementary School

1605 OSCEOLA ELEMENTARY RD, St Augustine, FL 32084

<http://www-oes.stjohns.k12.fl.us/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	42%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	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 St. Johns County School Board on 10/7/2015.

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	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The St. Johns County School District and Osceola Elementary will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

Provide the school's vision statement

Osceola Elementary will be a family of learners offered the opportunities to become successful in academic and social settings. This family will foster a desire for excellence and a passion for lifelong learning by displaying attitudes of respect, responsibility, and compassion for others.

School Environment

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

As an AVID (Advancement Via Individual Determination) school, teachers and students build relationships through interest inventories, discussions of what a good learner looks like, and collaborations to set goals. Students track their progress in meeting those goals throughout the year. Osceola is implementing a writing program, Being a Writer, which fosters a sense of community and collaboration within the classroom.

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

Safety patrols
Character Counts programs
Student of the Week
Wildcash (as part of the Osceola Positive Behavior Support)
Green Team
Girls on the Run
After school Music Clubs
K Kids
iGlow

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

Our school is a PBIS school. Positive Behavior Interventions and Supports (PBIS) is a nationally recognized process that helps create safer and more effective schools. Through PBIS, teachers and other school staff are taught to focus on improving the ability to teach and support positive behavior for all students. PBIS includes school-wide procedures and processes to help all students and staff in classroom and non-classroom settings.

In addition to the school wide PBIS, teachers and staff were trained during pre-planning in "Practice Magic" Effective Behavior Management for the Classroom. Participants learned appropriate classroom management techniques for working with students with disabilities.

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

Guidance services are offered through class guidance, small group, and individual counseling as well as schoolwide and grade level presentations on targeted issues like bullying, career awareness, Character Counts week and personal safety. Identified students are paired with a selected mentor to meet weekly during the resource rotation. This helps to ensure the students are making positive connections here at the school. In addition, individual and group counseling is available, based on need, through a district Mental Health Counselor and through Children's Home Society. A school Social Worker assists us with those families/students requiring home visits and assistance in targeting individual needs and strengthening the home-school connection. Osceola is partnering with other businesses/district employees as well as Big Brothers Big Sisters to find positive one on one mentor-ships for our students.

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/197989>.

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

Osceola invites local businesses and community organizations to become involved in SAC.
PTO builds and sustains relationships with business partners.
Guidance Counselor builds partnerships with local businesses and organizations to support needs of our students and their families.
Examples:
Health Department visits
Lion's Club vision screening
weekend food bags from local church

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
Waldrop, Tina	Principal
Fiedler, Erin	SAC Member
Reichenberg, Joy	Other
Evans, Stephanie	Instructional Coach
Jenkins, Faye	Other
Keffer, Rebecca	Assistant Principal

Duties

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Select General Education Teachers (Title I teachers): Provide information about core instruction, participate

in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as coteaching.

Instructional Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Data Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction.

Title I, Part A:

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted during school, through after-school programs and/or summer school. Parental Involvement is critical to the success of our Title I program. Jointly developed, our school distributes a school parental involvement policy to all families. Parents, teachers and students sign our compact that focuses on shared responsibility for student achievement. These and other aspects of our Title I program are explained at our grade level Annual Title I Curriculum Nights. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant:

Title I, Part C- Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D:

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II:

The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Title II also provides funding for staff development requests that are supported by our SIP, whether school-wide or smaller grade specific or topic specific PLC's.

Title III:

Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless:

The Title X District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Students identified as homeless can be provided bus transportation which allows them to stay at the same school regardless of the location of their current residence. This provides structure and continuity for our children.

Supplemental Academic Instruction (SAI):

Under the SAI umbrella, the personnel will work directly with our lowest achieving 3rd-5th grade students both individually and in small groups. The tutor will work with students in their regular classroom setting or as part of a pull-out program under the direction of our Instructional Coach as part of an FCAT remediation process. The tutor will partner with the classroom teacher to help these students achieve maximum success.

Violence Prevention Programs:

The school offers a non-violence and anti-drug program to students that involve age-appropriate activities. We are continuing a previously initiated Anti-bullying campaign with Wild Cat Willy, our school mascot, to promote anti-bullying behavior as part of school programs.

Our school-wide Tier I behavior plan includes the 3 step plan, Practical Magic practices, common language and other aspects of Responsibility Training. This year we will continue the PBS program PAWS. This positive behavior approach uses a common language and consistent guidelines across the school campus to increase positive behaviors across the campus and on the school bus. EPIC Community Services provides parent and student support in areas such as violence prevention, anger management and drug related issues.

Nutrition Programs:

Osceola has a partnership with University of Florida Extension program. Programs are presented to

our primary grade classrooms; healthy nutrition materials are provided and utilized in the classroom and the Extension agent presents lessons to designated grade levels.

Housing Programs:

Housing Program/Homeless Student District liaison continues to provide support to our homeless families helping them locate housing as well as working out transportation issues so that the children can have continuity by being allowed to remain at our school regardless of zoned school.

Head Start:

Osceola has three Head Start/PreK/VPK blended classrooms. This is a blended program that serves Head Start, VPK, and our Pre-K developmentally delayed students.

Other:

Flagler College/UNF students complete their practicum hours and internships at our school working with our most at risk students providing one on one tutoring, particularly in the areas of reading and math.

Mentorships of students are provided through Big Brothers/Big Sisters, district staff and community members. We have many active parents and RSVP (Retired and Senior Volunteer Program) volunteers working in classrooms with our children.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kathleen Hunting	Teacher
Tina Waldrop	Principal
Jose' Carides	Education Support Employee
Sheila Lawshe	Education Support Employee
Melissa Kurdyla	Parent
Christina Parham	Parent
John French	Parent
Linda Villadoniga	Business/Community
Janice Jones	Parent
Faye Jenkins	Education Support Employee

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

The SAC will review last year's SIP at a SAC meeting during the 2015-2016 school year.

Development of this school improvement plan

Review draft of SIP and provide input and then approval.

Preparation of the school's annual budget and plan

Budget is developed with guidance from district and based on needs of the school based on school improvement data.

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

Will be decided upon as the need arises in the 2015-2016 SAC meetings.

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
Waldrop, Tina	Principal
Evans, Stephanie	Instructional Coach
Fiedler, Erin	Other
Reichenberg, Joy	Other
Westover, Becky	Teacher, K-12
Keffer, Rebecca	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on improving the growth of our lowest quartile students in both reading and math, increase our science and writing scores, and continue through PBS to create an environment that fosters a climate of caring, respect and responsibility.

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

1. Teachers on each grade level have common planning time
2. ESE teachers and Title One support personnel are an extension of grade level teams. They plan with grade level teams, are in close proximity geographically, and implement "push in" instruction whenever possible.
3. Sunshine Club - acknowledges and supports employees going through significant life events (i.e. - birth of a baby, death of an immediate family member, marriage, etc..)
4. Open door policy with administration
5. Routine classroom walk throughs by administration. Specific feedback and praise are provided in writing and verbally.
6. Elaborate Teacher Appreciation week activities. Hosted in partnership with Osceola's PTO.

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

1. Utilization of district Applitrack Program; SJCSD
2. With the support of the SJCSD, we only hire teachers who meet Highly Qualified requirements.
3. Careful review of posted applicants; Principal and Assistant Principals
4. Parental Notification of Parents right to knowledge of teachers' qualifications;

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

1. Anna Allen & Sarah Blevins/ Stephanie Evans- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings; team teaching.
2. Zachary Tax & Nancy McManus/ Tina Waldrop- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
3. Gina Howard & Lynn Gibson / Joy Reichenberg - Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
4. Corina Kennedy & Lisa Fehrs/ Erin Fiedler - Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
5. Amy Mansfield & Julie Johnson/ Joy Reichenberg - Same department: ESE; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards- based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve

curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

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

Data and Dialogue Days where district support specialists work with teachers in every subject to target student needs.

Data Chats

Targeted instruction to address student deficiencies - small group setting, intervention block, individualized instruction based on information obtained from assessment data (performance assessments, formative assessment. classroom observations)

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: Before School Program

Minutes added to school year:

Students will participate in a Lexia lab for 20 minutes prior to the beginning of the school day. Lexia is a computer based program that addresses phonemic awareness and builds foundational skills for our students.

Strategy Rationale

Enrichment activities that contribute to a well-rounded education.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Evans, Stephanie, stephanie.evans@stjohns.k12.fl.us

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

The Title I staff will pull a weekly report on each student participating in Lexia lab which will then direct classroom and Tier II interventions.

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

In the Spring, Title I invites the parents of students attending these programs to attend an evening Osceola Family Night. Parents are introduced to our kindergarten faculty, given an opportunity to register their children and enjoy the family event.

Through Head Start, the parents of our PreK children will have more contact with our school as part

of Head Start's Parental Involvement Policies. Kindergarten teachers will "screen" our Pre-Kindergarten students as they are registered this spring. Incentives will be offered to parents to encourage early registration/screening of these students so that they can be properly placed for the following school year.

A transition to middle school SAC meeting is held at the end of every school year.

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

N/A

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

N/A

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

N/A

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

N/A

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.** Through diagnostic assessment data all K-5 students will receive reading interventions based on their individual needs indicated on the assessment results.
- G2.** All teachers will collaboratively establish expectations of high quality writing instruction and student feedback in all instructional areas and will consistently meet those expectations in their classrooms.
- G3.** Discipline: Osceola will work to identify students with repeated classroom discipline issues and implement strategies to improve their behavior.

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. Through diagnostic assessment data all K-5 students will receive reading interventions based on their individual needs indicated on the assessment results. 1a

G068993

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	62.0

Resources Available to Support the Goal 2

- STAR, DRA, Discovery Education. SIPPS

Targeted Barriers to Achieving the Goal 3

- Teacher training on the reading assessment.

Plan to Monitor Progress Toward G1. 8

Diagnostic assessment data will be reviewed to determine growth in the areas earlier identified.

Person Responsible

Stephanie Evans

Schedule

Quarterly, from 10/7/2015 to 5/26/2016

Evidence of Completion

Test data

G2. All teachers will collaboratively establish expectations of high quality writing instruction and student feedback in all instructional areas and will consistently meet those expectations in their classrooms. 1a

G068994

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	62.0

Resources Available to Support the Goal 2

- Being a Writer

Targeted Barriers to Achieving the Goal 3

- Limited vocabulary

Plan to Monitor Progress Toward G2. 8

Data collected during the year will include student work samples, formative assessments, and teacher observations.

Person Responsible

Stephanie Evans

Schedule

Every 2 Months, from 8/10/2015 to 5/26/2016

Evidence of Completion

Student evidence will be collected and reviewed at planning meetings. During these meetings notes will be collected which will document student progress and determine next steps of intervention.

G3. Discipline: Osceola will work to identify students with repeated classroom discipline issues and implement strategies to improve their behavior. 1a

G068995

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	87.0

Resources Available to Support the Goal 2

- PBS program, Behavior Intervention Coordinator, Wild Cash reward system, Cafeteria and Bus Paws Rewards system, Character Counts! instruction and incentives.

Targeted Barriers to Achieving the Goal 3

- Parent recognition of the importance of school being a priority and their student's behavior impeding the process of learning for themselves and others.

Plan to Monitor Progress Toward G3. 8

These goals will be reviewed weekly by Administration, PBS and MTSS teams.

Person Responsible

Faye Jenkins

Schedule

Monthly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Decrease in student discipline incidents. If progress is not made at this time, the team will intensify the plan.

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. Through diagnostic assessment data all K-5 students will receive reading interventions based on their individual needs indicated on the assessment results. **1**

 G068993

G1.B1 Teacher training on the reading assessment. **2**

 B179311

G1.B1.S1 Professional development will be provided for all teachers based on their needs so that all teachers are proficient assessing students. **4**

 S190653

Strategy Rationale

Teachers must be proficient in administering the assessments.

Action Step 1 **5**

Teachers will be provided professional development in the proper administration of the diagnostic assessments.

Person Responsible

Erin Fiedler

Schedule

Monthly, from 9/2/2015 to 5/25/2016

Evidence of Completion

Agendas will be collected monthly and attendance will be put into Sun Gard.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Literacy coach and Title 1 teacher will meet with classroom teachers to review student assessments.

Person Responsible

Erin Fiedler

Schedule

Quarterly, from 10/14/2015 to 5/26/2016

Evidence of Completion

Assessment data will be collected

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Literacy coach and Title 1 teacher will support the teachers implementing the assessment by attending quarterly meetings.

Person Responsible

Stephanie Evans

Schedule

Quarterly, from 9/2/2015 to 5/25/2016

Evidence of Completion

Meeting minutes

G2. All teachers will collaboratively establish expectations of high quality writing instruction and student feedback in all instructional areas and will consistently meet those expectations in their classrooms. 1

G068994

G2.B1 Limited vocabulary 2

B179312

G2.B1.S1 All teachers will utilize the speaking and listening portion of the research based program Being a Writer. 4

S190654

Strategy Rationale

As students speak and listen to one another with teacher guidance during the speaking and listening portion of Being a Writer students will practice and integrate richer vocabulary into their daily conversations which will impact their ability become better writers.

Action Step 1 5

Teachers will utilize the writing curriculum to implement writing strategies in the classroom every day.

Person Responsible

Stephanie Evans

Schedule

Daily, from 8/10/2015 to 5/26/2016

Evidence of Completion

Increased writing progress monitoring and scores.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Literacy coach will collaborate with teachers in planning and review student work samples to help grade levels improve student writing.

Person Responsible

Stephanie Evans

Schedule

On 5/26/2016

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Literacy coach and teachers will work together to review student work samples.

Person Responsible

Stephanie Evans

Schedule

Every 2 Months, from 8/10/2015 to 5/26/2016

Evidence of Completion

Student evidence will be collected and reviewed at planning meetings. During these meetings notes will be collected which will document student progress and determine next steps of intervention.


G3. Discipline: Osceola will work to identify students with repeated classroom discipline issues and implement strategies to improve their behavior. 1

 G068995

G3.B1 Parent recognition of the importance of school being a priority and their student's behavior impeding the process of learning for themselves and others. 2

 B179313

G3.B1.S1 Classroom incentives for appropriate school and classroom behavior, communication with parents and involving parents in the school culture. 4

 S190655

Strategy Rationale

Parent recognition of the importance of school as a priority and that behavior can impede the process of learning for their student and others.

Action Step 1 5

PBS program, School and Classroom incentives, parent involvement activities to increase positive culture, staff development activities to increase teacher proficiency in dealing with behavior issues.

Person Responsible

Faye Jenkins

Schedule

Daily, from 8/10/2015 to 5/26/2016

Evidence of Completion

Decreased number of student behavior incidents.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Weekly discipline reports will be reviewed in admin meetings and MTSS core meetings.

Person Responsible

Faye Jenkins

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Decrease in number of discipline incidents.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Weekly reports will be pulled from eschool and reviewed by Intervention Coordinator. Phone calls will be made to parents of students who have received discipline referrals and parent conferences for more than two will be mandatory. School discipline trends will be monitored and addressed in the Administration, MTSS and PBS core team meetings.

Person Responsible

Faye Jenkins

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Decrease in student discipline incidents.

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.B1.S1.A1	Teachers will be provided professional development in the proper administration of the diagnostic assessments.	Fiedler, Erin	9/2/2015	Agendas will be collected monthly and attendance will be put into Sun Gard.	5/25/2016 monthly
G2.B1.S1.A1	Teachers will utilize the writing curriculum to implement writing strategies in the classroom every day.	Evans, Stephanie	8/10/2015	Increased writing progress monitoring and scores.	5/26/2016 daily
G3.B1.S1.A1	PBS program, School and Classroom incentives, parent involvement activities to increase positive culture, staff development activities to increase teacher proficiency in dealing with behavior issues.	Jenkins, Faye	8/10/2015	Decreased number of student behavior incidents.	5/26/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Diagnostic assessment data will be reviewed to determine growth in the areas earlier identified.	Evans, Stephanie	10/7/2015	Test data	5/26/2016 quarterly
G1.B1.S1.MA1	Literacy coach and Title 1 teacher will support the teachers implementing the assessment by attending quarterly meetings.	Evans, Stephanie	9/2/2015	Meeting minutes	5/25/2016 quarterly
G1.B1.S1.MA1	Literacy coach and Title 1 teacher will meet with classroom teachers to review student assessments.	Fiedler, Erin	10/14/2015	Assessment data will be collected	5/26/2016 quarterly
G2.MA1	Data collected during the year will include student work samples, formative assessments, and teacher observations.	Evans, Stephanie	8/10/2015	Student evidence will be collected and reviewed at planning meetings. During these meetings notes will be collected which will document student progress and determine next steps of intervention.	5/26/2016 every-2-months
G2.B1.S1.MA1	Literacy coach and teachers will work together to review student work samples.	Evans, Stephanie	8/10/2015	Student evidence will be collected and reviewed at planning meetings. During these meetings notes will be collected which will document student progress and determine next steps of intervention.	5/26/2016 every-2-months
G2.B1.S1.MA1	Literacy coach will collaborate with teachers in planning and review student work samples to help grade levels improve student writing.	Evans, Stephanie	8/10/2015	Student work samples	5/26/2016 one-time
G3.MA1	These goals will be reviewed weekly by Administration, PBS and MTSS teams.	Jenkins, Faye	8/10/2015	Decrease in student discipline incidents. If progress is not made at this time, the team will intensify the plan.	5/26/2016 monthly
G3.B1.S1.MA1	Weekly reports will be pulled from eschool and reviewed by Intervention Coordinator. Phone calls will be made to parents of students who have received discipline referrals and parent conferences for more that two will be mandatory. School discipline trends will be monitored and addressed in the Administration, MTSS and PBS core team meetings.	Jenkins, Faye	8/10/2015	Decrease in student discipline incidents.	5/26/2016 weekly
G3.B1.S1.MA1	Weekly discipline reports will be reviewed in admin meetings and MTSS core meetings.	Jenkins, Faye	8/18/2014	Decrease in number of discipline incidents.	6/4/2015 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. Through diagnostic assessment data all K-5 students will receive reading interventions based on their individual needs indicated on the assessment results.

G1.B1 Teacher training on the reading assessment.

G1.B1.S1 Professional development will be provided for all teachers based on their needs so that all teachers are proficient assessing students.

PD Opportunity 1

Teachers will be provided professional development in the proper administration of the diagnostic assessments.

Facilitator

Stephanie Evans and Becky Westover

Participants

Classroom teachers and support staff

Schedule

Monthly, from 9/2/2015 to 5/25/2016

G2. All teachers will collaboratively establish expectations of high quality writing instruction and student feedback in all instructional areas and will consistently meet those expectations in their classrooms.

G2.B1 Limited vocabulary

G2.B1.S1 All teachers will utilize the speaking and listening portion of the research based program Being a Writer.

PD Opportunity 1

Teachers will utilize the writing curriculum to implement writing strategies in the classroom every day.

Facilitator

Stephanie Evans

Participants

All classroom teachers and support staff.

Schedule

Daily, from 8/10/2015 to 5/26/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will be provided professional development in the proper administration of the diagnostic assessments.				\$0.00
2	G2.B1.S1.A1	Teachers will utilize the writing curriculum to implement writing strategies in the classroom every day.				\$0.00
3	G3.B1.S1.A1	PBS program, School and Classroom incentives, parent involvement activities to increase positive culture, staff development activities to increase teacher proficiency in dealing with behavior issues.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0331 - Osceola Elementary School	Other		\$0.00
			<i>Notes: Classroom and school incentives for WildCat store and Character Counts will be provided by funds from PTO and Title 1.</i>			
Total:					\$0.00	