

Volusia County Schools

Osteen Elementary School



2016-17 Schoolwide Improvement Plan

Osteen Elementary School

500 DOYLE RD, Osteen, FL 32764

<http://myvolusiaschools.org/school/osteen/pages/default.aspx>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	C	C

**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 is pending approval by the Volusia County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Osteen Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

Everyone, everyday striving to excel in every way!

2. School Environment

a. 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. Parents and community members are included in these events.

b. 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.

c. 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. This year we are introducing a kindness initiative school wide where students will be celebrated for being kind to others as well as for receiving compliments. It will be based on individual kindness as well as a classroom community.

d. 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.

3. Early Warning Systems

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

a. 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 days.

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.

Osteen guidance counselor will be tracking tardy and absences and will make phone calls to families to discuss attendance and the importance of arriving on time.

Osteen provides a morning tutoring lab for students that arrive on campus early. We have a computer lab 3x/ week from 7:00 AM to 7:45 AM with a certified teacher that provides one on one tutoring as well as an opportunity to get extra practice on educational programs such as Success maker and Waterford.

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

1. 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	0	12	17	9	15	5	0	0	0	0	0	0	0	58
One or more suspensions	0	3	3	7	10	11	0	0	0	0	0	0	0	34
Course failure in ELA or Math	0	0	0	56	38	16	0	0	0	0	0	0	0	110
Level 1 on statewide assessment	0	0	0	10	13	15	0	0	0	0	0	0	0	38

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	5	6	11	0	0	0	0	0	0	0	22

c. 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 days.

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.

Osteen guidance counselor will be tracking tardy and absences and will make phone calls to families to discuss attendance and the importance of arriving on time.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/318546>.

2. Description

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

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Figuroa, Laura	Assistant Principal
Bambrick, James	Principal
Bumpus, Christine	Teacher, K-12
Goodling, Roxanne	Teacher, K-12
Marron, Aricelis	Teacher, K-12
West, Heather	Teacher, K-12
Randall, Patricia	Instructional Coach
Schneider, Naomi	Teacher, ESE
Tramont, Kelly	Teacher, K-12
Davis, Jennifer	Teacher, K-12

b. Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine how to best support students and teachers. 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.

2. 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 FSA 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 enrichment 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Evette Vazquez	Teacher
James Bambrick	Principal
Megan Oravets	Business/Community
Jodee Deen	Parent
Gina Gabano	Parent
Angela Tanner	Parent
Sunshine Bush	Parent
Jennifer Scorza	Teacher
Mildred Fruth	Parent
Erica Cerbuls	Parent
Theresa Butial	Parent
Jennifer Oglesby	Parent
Steve Hager	Parent
Heather LeFils	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

In order to begin evaluation the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared the results with the faculty as well as the School Advisory Council, to receive their input. Parents and community members were invited to view the plan in the main office.

b. 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.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan are shared with the School Advisory Council members as well as the faculty and staff for input and discussion during the first month of school. There are updates of the budget shared throughout the monthly SAC meetings.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bambrick, James	Principal
Bumpus, Christine	Teacher, K-12
Goodling, Roxanne	Teacher, K-12
Marron, Aricelis	Teacher, K-12
West, Heather	Teacher, K-12
Figueroa, Laura	Assistant Principal
Randall, Patricia	Instructional Coach
Davis, Jennifer	Teacher, K-12
Tramont, Kelly	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 through a 35 minute daily intervention time. LLT will meet monthly to further discuss data and assist grade level teams with identifying and implementing literacy strategies that will benefit cross curriculum areas.

D. Public and Collaborative Teaching

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

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

Osteen Elementary utilizes team time meetings once a week for 45 minutes in which we encourage grade levels to use collaborative team planning to align standards and assessments to target the needs of students. Osteen Elementary has also utilized PLC meetings one hour each week for cross grade level collaboration and planning. PLC's also allow teachers to regularly engage in reflective dialogue to deepen shared language and understanding of instructional practices.

The use of the instructional coach assist with the teacher collaboration. Professional development plays an important role in developing instruction to meet student needs and encouraging the collaborative process. Data reviews, combined with administrative walk through provide the leadership of the school with data to identify areas in which additional coaching and mentoring would be beneficial.

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

To recruit teachers Osteen Elementary 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. The school master schedule provides for team collaboration through PLC, team time and common lunch times.

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

At Osteen we are using our instructional coach to mentor teachers especially newly hired teachers through informal meetings, classroom visitations, curriculum discussion and PLC meetings with grade level peers. We also provide common PLC time as a faculty to brainstorm and work through problem solving in vertical teams rather than just grade level specific teams.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district provides curriculum maps and modules for ELA and Math that are aligned to the Florida state standards. During PLC and planning time, teachers use these maps to drive instruction. Grade level teams create formative and summative assessments to monitor student achievement. School leaders and teachers are given professional development and coaching on the implementation of the curriculum maps, modules, resources and assessments. PLC's and the coach ensure that the instruction is aligned to the Florida Standards.

b. Instructional Strategies

1. 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 Elementary has an academic coach that provides support through a data chatl. After assessments are given, they are analyzed and through the use of this datal the teachers know where intervention, reteach, or enrichment will be needed. Osteen Elementary has Math and Reading intervention Teachers that provide learning lab through a daily intervention period of 35 minutes. Student assignment to labs are based on FSA scores as well as district and common formative and summative classroom assessments.

Osteen Elementary provides 1/2 day data meetings on a quarterly basis for all teams to analyze and discuss data collected as well as plan instruction and intervention based on the data.

2. 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: After School Program

Minutes added to school year: 3,840

Students earning a level 1 or 2 on FSA Reading or Math receive after school tutoring (STAR) for 2 days a week.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are available to receive tutoring in core subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Figueroa, Laura, lfiguero@volusia.k12.fl.us

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

Data is collected by attendance of students and mastery of set objectives as determined by computerized tests.

Strategy: Summer Program

Minutes added to school year: 1,920

Students identified by the teachers and results of state standardized testing are recommended to attend summer reading camp or CSI summer camp, as well as classes for ELL or ESE students.

Strategy Rationale

Summer reading programs can help struggling students make achievement gains when they are available to receive an intensive summer reading program.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bambrick, James, jbamabri@volusia.k12.fl.us

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

Reading Camp / CSI data is sent back to the classroom teacher. 3rd grade students in reading camp take a standardized test at the end of reading camp or complete a reading portfolio to determine promotion or retention.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

- 5th grade math scores have declined over a 3 year period.

C. Strategic Goals

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 Osteen Elementary teaches to the level of rigor of the standards based on the instructional shifts, then student achievement will increase.

Strategic Goals Detail

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

G1. If Osteen Elementary teaches to the level of rigor of the standards based on the instructional shifts, then student achievement will increase. 1a

G083442

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
ELA/Reading Gains District Assessment	60.0
Math Gains	60.0
Statewide Science Assessment Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of the instructional shifts and how to implement in the classroom.
- Student Absenteeism
- Time for planning and data analysis

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Coach
- District Specialist
- Cadre Members
- School Leadership Team
- PTA Funds
- SAC Funds
- Title 1 Budget
- Digital Learning Teacher Leader
- PLC Time
- SAC Funds
- Title 1 Budget

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Laura Figueroa

Schedule

Quarterly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Data wall, pinnacle gradebook, Eduphoria, state and district assessments, and school grade.

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 Osteen Elementary teaches to the level of rigor of the standards based on the instructional shifts, then student achievement will increase. **1**

 G083442

G1.B1 Lack of knowledge of the instructional shifts and how to implement in the classroom. **2**

 B221251

G1.B1.S1 Provide professional learning opportunities for teachers and staff on the instructional shifts and how to implement them. **4**

 S233550

Strategy Rationale

Assist teachers in creating lesson plans that will meet the rigor of the standards.

Action Step 1 **5**

Instructional Lead Teachers will assess their teams about instructional shifts knowledge and report results back to AP to create a PL plan.

Person Responsible

Laura Figueroa

Schedule

On 8/26/2016

Evidence of Completion

PLC meeting notes and SLT discussion notes.

Action Step 2 **5**

Provide professional learning on ELA Core Actions.

Person Responsible

Patricia Randall

Schedule

On 8/31/2016

Evidence of Completion

ERPL # 1 sign in sheet

Action Step 3 5

Provide specific PL in ELA and Math Core Actions in primary vs. intermediate grade levels.

Person Responsible

Schedule

On 9/19/2016

Evidence of Completion

Sign in sheets

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

Teachers will share evidence at PLC meetings with instructional coach and administration that demonstrates understanding of the instructional shifts. District assessment data will be reviewed to analyze the effectiveness of the instructional shifts in the classroom.

Person Responsible

James Bambrick

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

VSET evaluation, walk through, announced and unannounced observations, PLC meeting notes, data reviews, student samples and administration anecdotal records.

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

Academic coach will visit the classroom, and coach or mentor the teachers during the implementation of the instructional shifts.

Person Responsible

Patricia Randall

Schedule

Monthly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Academic coach logs, PLC meeting notes, data reviews, VSET observations and coaches mentoring notes.

G1.B2 Student Absenteeism 2

 B221252

G1.B2.S1 Identify chronically tardy and absent students to work with families on importance of academics. 4

 S233551

Strategy Rationale

If students are in school and on time that minimizes academic hours lost and more learning is occurring.

Action Step 1 5

Identify chronically absent and tardy students.

Person Responsible

Kevin Percy

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Mr. Percy Excel spreadsheet tracking attendance concerns.

Action Step 2 5

Successful Parent Contact for chronically absent and tardy students.

Person Responsible

Kevin Percy

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Mr. Percy phone log of contact and assistance provided to families.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Track chronically absent and tardy students.

Person Responsible

Kevin Percy

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Excel spreadsheet logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monthly meeting to discuss differences made or changes to absenteeism.

Person Responsible

Laura Figueroa

Schedule

On 5/31/2017

Evidence of Completion

Meeting notes discussing changes to the absenteeism as well as our Cross Point report tracking absentees and tardies.

G1.B3 Time for planning and data analysis **2**

 B221253

G1.B3.S1 Provide teachers with a 1/2 day for data analysis of district assessments and planning lessons that will meet the rigor of the standards. **4**

 S233552

Strategy Rationale

More focused data analysis will lead to better grouping and intervention that will then lead to improved student achievement.

Action Step 1 **5**

PLC's will meet quarterly for 1/2 a day for data analysis.

Person Responsible

Patricia Randall

Schedule

Quarterly, from 9/12/2016 to 4/17/2017

Evidence of Completion

PLC meeting notes, student district assessment data.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Teacher use of rigor in lesson plans and classrooms.

Person Responsible

James Bambrick

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

VSET walk throughs and observations, PLC meeting notes, student samples, data reviews, data from the district assessments.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration classroom visits and weekly PLC meetings.

Person Responsible

James Bambrick

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

VSET walk throughs and observations, PLC meeting notes, student samples, data reviews, and district assessment data.

G1.B3.S2 Provide Saturday PLC days for the creation of common assessments for data analysis. 4

 S233553

Strategy Rationale

Common assessments ensure a commonality that will help the fidelity of data analysis and reflection.

Action Step 1 5

Saturday PLC Days

Person Responsible

Patricia Randall

Schedule

Semiannually, from 8/27/2016 to 11/5/2016

Evidence of Completion

PLC notes, VSET walkthrough, student district assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A299485	Instructional Lead Teachers will assess their teams about instructional shifts knowledge and report...	Figueroa, Laura	8/15/2016	PLC meeting notes and SLT discussion notes.	8/26/2016 one-time
G1.B1.S1.A2 A299486	Provide professional learning on ELA Core Actions.	Randall, Patricia	8/31/2016	ERPL # 1 sign in sheet	8/31/2016 one-time
G1.B1.S1.A3 A299487	Provide specific PL in ELA and Math Core Actions in primary vs. intermediate grade levels.		9/19/2016	Sign in sheets	9/19/2016 one-time
G1.B3.S2.A1 A299491	Saturday PLC Days	Randall, Patricia	8/27/2016	PLC notes, VSET walkthrough, student district assessments	11/5/2016 semiannually
G1.B3.S1.A1 A299490	PLC's will meet quarterly for 1/2 a day for data analysis.	Randall, Patricia	9/12/2016	PLC meeting notes, student district assessment data.	4/17/2017 quarterly
G1.B2.S1.MA1 M303844	Track chronically absent and tardy students.	Percy, Kevin	9/12/2016	Excel spreadsheet logs	5/26/2017 monthly
G1.B2.S1.A1 A299488	Identify chronically absent and tardy students.	Percy, Kevin	9/12/2016	Mr. Percy Excel spreadsheet tracking attendance concerns.	5/26/2017 weekly
G1.B2.S1.A2 A299489	Successful Parent Contact for chronically absent and tardy students.	Percy, Kevin	9/12/2016	Mr. Percy phone log of contact and assistance provided to families.	5/26/2017 weekly
G1.MA1 M303847	Teachers and administration will meet weekly in PLCs to discuss progress toward our goal	Figueroa, Laura	8/29/2016	Data wall, pinnacle gradebook, Eduphoria, state and district assessments, and school grade.	5/31/2017 quarterly
G1.B1.S1.MA1 M303841	Academic coach will visit the classroom, and coach or mentor the teachers during the implementation...	Randall, Patricia	8/29/2016	Academic coach logs, PLC meeting notes, data reviews, VSET observations and coaches mentoring notes.	5/31/2017 monthly
G1.B1.S1.MA1 M303842	Teachers will share evidence at PLC meetings with instructional coach and administration that...	Bambrick, James	8/29/2016	VSET evaluation, walk through, announced and unannounced observations, PLC meeting notes, data reviews, student samples and administration anecdotal records.	5/31/2017 monthly
G1.B2.S1.MA1 M303843	Monthly meeting to discuss differences made or changes to absenteeism.	Figueroa, Laura	10/3/2016	Meeting notes discussing changes to the absenteeism as well as our Cross Point report tracking absentees and tardies.	5/31/2017 one-time
G1.B3.S1.MA1 M303845	Administration classroom visits and weekly PLC meetings.	Bambrick, James	8/15/2016	VSET walk throughs and observations, PLC meeting notes, student samples, data reviews, and district assessment data.	5/31/2017 monthly
G1.B3.S1.MA1 M303846	Teacher use of rigor in lesson plans and classrooms.	Bambrick, James	8/15/2016	VSET walk throughs and observations, PLC meeting notes, student samples, data reviews, data from the district assessments.	5/31/2017 quarterly

V. Professional Development Opportunities

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

G1. If Osteen Elementary teaches to the level of rigor of the standards based on the instructional shifts, then student achievement will increase.

G1.B1 Lack of knowledge of the instructional shifts and how to implement in the classroom.

G1.B1.S1 Provide professional learning opportunities for teachers and staff on the instructional shifts and how to implement them.

PD Opportunity 1

Instructional Lead Teachers will assess their teams about instructional shifts knowledge and report results back to AP to create a PL plan.

Facilitator

Laura Figueroa

Participants

Teachers

Schedule

On 8/26/2016

PD Opportunity 2

Provide professional learning on ELA Core Actions.

Facilitator

Tricia Dowdell

Participants

Teachers

Schedule

On 8/31/2016

PD Opportunity 3

Provide specific PL in ELA and Math Core Actions in primary vs. intermediate grade levels.

Facilitator

Tricia Dowdell and Shelly Ostermann

Participants

Teachers

Schedule

On 9/19/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Instructional Lead Teachers will assess their teams about instructional shifts knowledge and report results back to AP to create a PL plan.				\$79,429.85
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1000	100-Salaries	2021 - Osteen Elementary School	Title I, Part A		\$79,429.85
			<i>Notes: Academic Coach</i>			
2	G1.B1.S1.A2	Provide professional learning on ELA Core Actions.				\$0.00
3	G1.B1.S1.A3	Provide specific PL in ELA and Math Core Actions in primary vs. intermediate grade levels.				\$0.00
4	G1.B2.S1.A1	Identify chronically absent and tardy students.				\$0.00
5	G1.B2.S1.A2	Successful Parent Contact for chronically absent and tardy students.				\$0.00
6	G1.B3.S1.A1	PLC's will meet quarterly for 1/2 a day for data analysis.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000	140-Substitute Teachers	2021 - Osteen Elementary School	Title I, Part A		\$5,000.00
			<i>Notes: 2 1/2 day data analysis days. One per quarter per team.</i>			
7	G1.B3.S2.A1	Saturday PLC Days				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000	100-Salaries	2021 - Osteen Elementary School	Title I, Part A		\$7,000.00
			<i>Notes: 2 Saturday PLC days</i>			
					Total:	\$91,429.85