Beachside Elementary School

2016-17 Schoolwide Improvement Plan

Beachside Elementary School

1265 N GRANDVIEW AVE, Daytona Beach, FL 32118

http://myvolusiaschools.org/school/osceola/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	73%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

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

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.

Table of Contents

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 Beachside 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.

Where students, teachers, parents, and the community work together to make Osceola AWESOME!

b. Provide the school's vision statement.

At Osceola Elementary teachers, parents and community members work together to help develop an AWESOME whole child. We strive to offer personalized learning activities that value character development along with meeting the demands of the rigorous Florida Standards.

2. School Environment

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

Osceola Elementary provides back to school events (Meet Your Teacher/Open House/Title I Parent Night) to help build relationships between teachers and students. In addition, each classroom teacher conducts various "getting to know you" activities during the first week of school to build relationships with the student body. Osceola offers a mentoring program in which identified students are provided an adult mentor to help increase academic achievement as well as classroom behavior. Awards assemblies rewarding positive student behavior will be held throughout the school year.

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

The Positive Behavioral Intervention and Supports Team reviews and develops processes and procedures intended for all student and staff, in all settings across our campus which promotes positive behavior and builds a school community based upon safety and responsibility.

School administration, as well as identified instructors, provide effective monitoring of our campus throughout the school day. Through this visibility, the students always have access to an adult as needed and feel free to express any concerns.

Our school guidance counselor conducts whole class and small group lessons on topics as determined by our once-a-month school data analysis conducted by our Positive Behavioral Intervention and Supports Team. In addition, our guidance counselor will offer individual counseling on an as needed or identified basis including incidences requiring immediate intervention.

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.

School behavioral expectations and procedures are reviewed and determined by the Positive Behavior Intervention and Supports (PBIS) team. The PBIS team developed school wide expectations and a reward system based on school behavioral data. Expectations are implicitly taught and reinforced throughout the school year by the classroom teachers as well as our Guidance Counselor using CHAMPS strategies. The PBIS team includes: Guidance, Administration, Exceptional Services Department, Classroom Teachers, and Special Area Teachers.

Instructional time is a priority at Osceola Elementary School and is protected by our administration team, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

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.

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

All students are screened quarterly for behavioral and social-emotional issue through the electronic report card. Through the screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or school would benefit from targeted interventions to address specific behavioral and socio-emotional areas. Student Services personnel (i.e. school psychologist, school counselor, and school social worker) provide direct and indirect evidenced-based supports to students identified through the screening measure.

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.

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	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	

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

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. § 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/318676.

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.

Osceola Elementary School builds and sustains partnerships with the local community by holding the following events:
* Meet the Teacher- Various extended day providers are invited to set up a booth to share information.
* Open House- PTA sets up a booth to promote membership amongst parents, grandparents, business partners and community members. Volunteers and Business Partners are invited to assist with and set up booths to share information.
* Volunteer/Business Partner Appreciation Breakfast-Osceola offers a breakfast to thank all our parents, grandparents, business partners, and community members who have supported our school throughout the school year.
* Members of the Seabreeze football team visit the classrooms to read to students.
* Family Nights- Volunteers and Business Partners are invited to assist with and set up booths to share information.
* Osceola has been adopted by Daytona Beach Hilton which has earned grants on behalf of Osceola.

C. 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).

1. School Leadership Team

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

Name	Title
Anton, Jennifer	Teacher, K-12
Green, Gay	Instructional Coach
Gilbert, Meredith	Teacher, K-12
Halter, Debbie	Teacher, K-12
Kelly, Lynda	Teacher, K-12
Stoner, Amy	Teacher, K-12
Treur, Deb	Teacher, K-12
Flassig, Kevin	Principal
Keck, Nancy	Instructional Media
	Other
Lopez, Yahaira	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 the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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 RtI 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 Osceola Elementary School include: (please customize this from your budget sheet)
• Supplemental Tutoring 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 credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

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

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

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

Title VI, Part B

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: (Add/Delete from suggested list below – must be specific to your school)
• Student Mentoring Program

• Peer Mediation Program
• Crisis Training Program
• Suicide Prevention Program
• Bullying Program
• Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

Nutrition Programs
Osceola Elementary School offers a variety of nutrition programs including: (Add/Delete from suggested list below – must be specific to your school)
• 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
Osceola 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
Meredith Gilbert	Teacher
Meredith Gilbert	Teacher
Sherwood Keck	Education Support Employee
Tina Spada	Parent
Jennifer Marshall	Parent
Ruby Clements	Parent
Allison Gartrell	Parent
Michael Anton	Parent
Beckie Greene	Business/Community
Teresa Webb	Parent
Kevin Flassig	Principal
Christy Cleckler	Teacher
Kathy Szlosek	Teacher
Scott O'Quinn	Parent

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 evaluating the effectiveness of the 2015-2016 School Improvement Plan, first our a School Improvement Leadership Team met in June for two days to reflect. The team analyzed the following data: Academic data (VLT, VMT, VST), iReady, Waterford, Early Warning System, Attendance, Report Card Behavior Screening, Course Failure Reports, D & F Reports, Percent of Students Referred for Special Education, Discipline Data, Concern of Harm, Evaluation Data, Professional Development Summary of Hours, Budgets, Climate Survey data, and Situational Awareness data. This information was shared with all stakeholders at the beginning of the 2016 - 2017 school year.

b. Development of this school improvement plan

The School Improvement Leadership team sorted all the data mentioned above onto a Five Essentials Table and then conducted a Five Essentials Self-Assessment Rubric regarding our school effectiveness in the areas of Effective Leadership, Supportive Environment, Ambitious Instruction and Learning, Collaborative Teachers, and Involved Families. The team identified one to two areas to target our School Improvement Plan for the 2016-2017 school year. At the beginning of the 2016-2017 school year, the team shared the data and these results with the all stakeholders (faculty, School AdvisoryCouncil, PTA, and parents). All stakeholders were allowed input regarding the school improvement plan. Throughout the year, the stakeholders continue to review the plan and provide input and the plan is adjusted as needed.

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

Osceola Elementary School's annual SAC budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are at monthly SAC meetings.

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

School improvements funds are allocated based on requests submitted by the faculty and staff for projects related to support our school improvement goals. Each request is evaluated by the SAC team and voted upon for approval.

* supplies and materials ($1,000.00)
* pay for substitute teachers for teachers to attend professional development/tutoring ($1,000.00)
* technology ($1,000.00) obtain resource materials ($1,000.00)
* professional development ($750.00)
* assist with copy center budget ($250.00)

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
Flassig, Kevin	Principal
Green, Gay	Instructional Coach
Halter, Debbie	Teacher, K-12
Treur, Deb	Teacher, K-12
Anton, Jennifer	Teacher, ESE
Gilbert, Meredith	Teacher, K-12
Kelly, Lynda	Teacher, K-12
Stoner, Amy	Teacher, K-12
Keck, Nancy	Teacher, K-12
Lopez, Yahaira	Teacher, K-12

b. Duties

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

Osceola's Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets once a month on a Wednesday for 60 minutes. The LLT chair provides an agenda and facilities the meeting. LLT members responsibilities include: attend all meetings to review data, share literacy strategies presenting with their PLC, assist with development of classroom implementation strategies, and super vise and support school-wide waiting initiative and implementation of Florida Standards.

Our school-wide literacy initiative's main focus is to support reading and writing in every classroom in all subject areas. This year's focus will to support our teachers as we continue to implement our

school-wide writing initiative. Each academic coach is responsible for providing PD in their respective core areas: reading, writing, science, math, and social studies. All other LLT members will be responsibile for introducing strategies to their respective grade level teams during Professional Learning Communities as well as during common planning time.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This eyar we will sponsor two Scholastic book fairs: one in September and one during our school carnival. The LLT will also support other evening events creating to promote literacy such as Bingo for Books, Family Reading night, and Dr. Seuss Night.

D. 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).

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

Common planning, Professional Learning Communitities (PLC's), and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows our teachers time to participate in weekly collaboration where they review formative assessment data, plan for and adjust their instruction accordingly. When necessary, common planning members make recommendation for students to be reviewed and assisted by the school's Problem-Solving Team (PST). In addition, teachers participate in Professional Learning Communities (PLCs) twice a month. Through the PLC structure, Osceola teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted bi-weekly to administration for monitoring purposes. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback on any Lesson Study experiences.

The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk thoughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets once a week to tlak about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits from peer teachers. The coaches work side by side with teachers to enhance instruction.

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

1. New Teacher Programs: District E3, Individualized PD, mentors, peer classroom visits (Administration)
2. Leadership Opportunities (Administration)
3. Professional Development (School-based Leadership Teams)
4. PLC Activities (PLCs)
5. Participation in District Job Fair and Recruitment Activities (Administration)
6. Teacher recognition programs (Administration)

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

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based veteran teachers within each PLC provide mentoring as needed for any new/ beginning teachers in that PLC.

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 of Volusia County leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in all courses. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs), Lesson Studies and coaching help ensure that instruction is aligned to the Florida Standards, well-paced, engaging, and rigorous.

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.

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside academic coaches, create targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from academic coaches, mentors, and student tutors. When necessary, PLCs make recommendations for students to be reviewed and assisted by the School's Culture Committee (SCC) or Problem-Solving Team (PST). Additionally, grade level common planning meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walkthroughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets once a week to discuss what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits. Instructional coaches work side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on our campus.

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: Summer Program

Minutes added to school year: 5,760

Students are provided with opportunities to attend multiple summer school programs to prevent the summer slide. Students in Kindergarten and First grade are encouraged to attend Sea lab. Students in kindergarten through fourth grade are encouraged to attend CSI (Comprehensive Science Investigation) where they focus on reading, math, and science activities. Fifth grade students are encouraged to attend a summer STEM program. Third grade students who score a level 1 on FSA reading, are required to attend Third Grade Reading Camp to increase their reading proficiency. Summer programs are also offered for ESE and ESOL students depended on their IEP or LEP status.

Strategy Rationale

Extended school year can help struggling students make achievement gains when they are able to receive additional instruction in reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Green, Gay, gagreene@volusia.k12.fl.us

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

SAT 10 data, reading portfolio data

Strategy: Extended School Day

Minutes added to school year: 720

Science Camp-Targeted students (Fifth Grade students) receive one hour of additional science instruction with hands-on science lessons focusing on identified science standards during the school year.

Strategy Rationale

Additional instructional time is needed to foster a deeper understanding of science content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lopez, Yahaira, yllopez@volusia.k12.fl.us

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

Science SMT data, Volusia Science Test (VST) data

Strategy: After School Program

Minutes added to school year: 1,800

Kidzone Tutoring Program: Targeted students (Level 2 or 3) receive either reading or math tutoring twice each week for 60 minutes each time. Tutoring continues through out the school year.

Strategy Rationale

Tutoring can help struggling students make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Montgomery, Leanne, lmmontg1@volusia.k12.fl.us

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

SMT data, Volusia Literacy Test data, Volusia Mathematics Test data, Volusia Science Test data, FAIR-FS data

Strategy: After School Program

Minutes added to school year: 1,800

STAR Tutoring: Targeted students (Level 1 FCAT students) receive either reading or math tutoring twice each week for 60 minutes each time. Tutoring continues through out the school year.

Strategy Rationale

Tutoring can help struggling students make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lopez, Yahaira, yllopez@volusia.k12.fl.us

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

SMT data, Volusia Literacy Test data, Volusia Mathematics Test data, Volusia Science Test data, FAIR-FS data

Strategy: After School Program

Minutes added to school year: 1,080

Professional Learning Communities (PLC's) meet for the purpose of data analysis and response, intervention planning, as well as professional development for 1 hour every other week.

Strategy Rationale

PLC's encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting students academic needs as a team.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Green, Gay, gagreene@volusia.k12.fl.us

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

SMT data, Volusia Literacy Test data, Volusia Mathematics Test data, Volusia Science Test data, FAIR-FS data

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.
* Osceola Elementary invites incoming kindergarten students to a Kindergarten Orientation Day in the month of may in which the student gets to visit a kindergarten classroom for 30 minutes and participate in a traditional teacher led activity. During this event, the parents participate in a information talk about the expectations of kindergarten.
* Osceola Elementary provides our outgoing Fifth grade students with an informational pamphlet to help them better prepare for middle school.

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. § 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.

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 Osceola Elementary implements a positive and proactive approach to behavior management and support strategies, then appropriate student behaviors will increase.

G2.   If Osceola Elementary implements best practices based on the instructional shifts, then student achievement will increase across all subjects and subgroups.

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 Osceola Elementary implements a positive and proactive approach to behavior management and support strategies, then appropriate student behaviors will increase. 1a

🔍 G083548

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	442.0
Students exhibiting two or more EWS indicators (Total)	3.0

Targeted Barriers to Achieving the Goal 3

- Lack of strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- District specialists
- SAC funding
- CLT
- BLT
- Title I funding
- ERPL
- Faculty Meetings
- Technology infused PL

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible
Gay Green

Schedule
On 10/31/2016

Evidence of Completion
SIP Progress Monitoring, Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Mid-Year Review

Person Responsible
Gay Green

Schedule
On 2/14/2017

Evidence of Completion
Midyear Review in CIMS

Plan to Monitor Progress Toward G1. `8`

State Assessment Results

Person Responsible
Gay Green

Schedule
Annually, from 5/26/2017 to 7/11/2017

Evidence of Completion
Step Zero for 2017-2018 SIP

G2. If Osceola Elementary implements best practices based on the instructional shifts, then student achievement will increase across all subjects and subgroups. 1a

🔍 G083549

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	58.0
FSA Mathematics Achievement	66.0
Math Gains	69.0
Math Lowest 25% Gains	55.0
ELA/Reading Gains	58.0
FCAT 2.0 Science Proficiency	66.0
ELA/Reading Lowest 25% Gains	57.0
Highly Effective Teachers (VAM)	
Statewide Science Assessment Achievement	66.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of instructional shifts, how to implement shifts, and best practices

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Funding
- District specialists
- Curriculum Maps
- Academic Coach
- Collaborative Classroom Materials
- Intervention Teacher
- SAC funding
- CLT
- ERPL
- Faculty Meetings
- PLCs
- BLT
- Content PLCs
- PTA
- Cadre members
- DLTL

Plan to Monitor Progress Toward G2. `8`

SIP Progress Monitoring Meeting

> **Person Responsible**
> Gay Green
>
> **Schedule**
> On 10/31/2016
>
> ***Evidence of Completion***
> SIP Progress Monitoring, Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G2. `8`

SIP Mid-Year Review

> **Person Responsible**
> Gay Green
>
> **Schedule**
> On 2/14/2017
>
> ***Evidence of Completion***
> Midyear Review in CIMS

Plan to Monitor Progress Toward G2. `8`

State Assessment Results

> **Person Responsible**
> Gay Green
>
> **Schedule**
> Annually, from 5/26/2017 to 7/11/2017
>
> ***Evidence of Completion***
> Step Zero for 2017-2018 SIP

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 Osceola Elementary implements a positive and proactive approach to behavior management and support strategies, then appropriate student behaviors will increase. 1

🔑 G083548

G1.B3 Lack of strategies 2

🔑 B221658

G1.B3.S1 Implement Positive Behavioral Intervention and Supports (PBIS) 4

🔑 S233906

Strategy Rationale

When we implement Positive Behavioral Intervention and Supports (PBIS)............

Action Step 1 5

CLT team members attend professional learning

Person Responsible

Gay Green

Schedule

On 8/3/2016

Evidence of Completion

PL Transcripts

Action Step 2 5

CHAMPS professional learning opportunities

Person Responsible

Gay Green

Schedule

Monthly, from 8/12/2016 to 5/26/2017

Evidence of Completion

Faculty Sign In Sheets, Faculty Meeting Agendas, Faculty Meeting Minutes

Action Step 3 5

Implement school wide common area procedures

Person Responsible

Amber McAndrew

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Survey

Action Step 4 5

Implement a positive reward/behavior system for arrival and dismissal

Person Responsible

Amber McAndrew

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Quarterly Discipline Data

Action Step 5 5

Implement quarterly assemblies for positive behaviors and academic performance

Person Responsible

Gay Green

Schedule

Quarterly, from 10/31/2016 to 3/27/2017

Evidence of Completion

Programs, Tweets, Invitation to parents

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

Determine status towards completing action steps during monthly CLT meetings

> ### Person Responsible
>
> Meredith Gilbert
>
> ### Schedule
>
> Monthly, from 8/22/2016 to 5/26/2017
>
> ### *Evidence of Completion*
>
> SIP Progress Monitoring, Meeting Minutes and Sign-In Sheet

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

Admin/ District support will conduct walk-throughs of each classroom to ensure implementation of strategies introduced during professional development. District support will provide additional follow up/ PD as needed.

> ### Person Responsible
>
> Gay Green
>
> ### Schedule
>
> Monthly, from 8/22/2016 to 5/26/2017
>
> ### *Evidence of Completion*
>
> PLC Minutes and CLT Minutes

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

CLT and SAC chairs will monitor the effectiveness of our PD through monthly grade level/ content specific

> ### Person Responsible
>
> Gay Green
>
> ### Schedule
>
> Monthly, from 8/22/2016 to 5/26/2017
>
> ### *Evidence of Completion*
>
> PLC Minutes and CLT Minutes

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

Data Walks / Learning Walks

Person Responsible

Gay Green

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Data walk evidence/ notes

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

Quarterly discipline reports

Person Responsible

Gay Green

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Discipline report data

G2. If Osceola Elementary implements best practices based on the instructional shifts, then student achievement will increase across all subjects and subgroups. 1

🔑 G083549

G2.B5 Lack of knowledge of instructional shifts, how to implement shifts, and best practices 2

🔑 B221670

G2.B5.S1 Develop knowledge and skills of the best practices based on the instructional shifts in all subject areas 4

🔑 S233907

Strategy Rationale

When we increase the knowledge and implementation of best practices based on the instructional shifts, we will have to provide the time to plan, model and monitor impact.

Action Step 1 5

Conduct a faculty meeting to inform staff on instructional shifts.

Person Responsible

Gay Green

Schedule

On 8/9/2016

Evidence of Completion

What connections do you see regarding the instructional shifts being addressed in Making Meaning? Share out

Action Step 2 5

Conduct professional development on the delivery of best practices in ELA.

Person Responsible

Gay Green

Schedule

On 8/31/2016

Evidence of Completion

Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes

Action Step 3 `5`

Conduct professional development on the delivery of best practices in Math.

Person Responsible

Gay Green

Schedule

On 9/19/2016

Evidence of Completion

Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes

Action Step 4 `5`

Conduct professional development on student led discussion and questioning.

Person Responsible

Gay Green

Schedule

On 9/19/2016

Evidence of Completion

Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes

Action Step 5 `5`

Conduct professional development on visible learning and student goal setting/ tracking.

Person Responsible

Gay Green

Schedule

On 1/9/2017

Evidence of Completion

Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes

Action Step 6 5

Provide time for grade level/PLC planning to effectively implement shifts and best practices by providing teachers with full day subs three times per year or 9 two hour extended days so they may participate in grade level curriculum planning across all content areas.

Person Responsible

Gay Green

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes

Action Step 7 5

Provide faculty time for vertical articulations four times per year.

Person Responsible

Gay Green

Schedule

Quarterly, from 8/12/2016 to 3/10/2017

Evidence of Completion

PLC Minutes

Action Step 8 5

Teachers will conduct parent conferences and positive phone calls home.

Person Responsible

Gay Green

Schedule

Semiannually, from 9/22/2016 to 5/26/2017

Evidence of Completion

Conference forms

Action Step 9 `5`

Provide professional learning opportunities on Growth Mindset. (Mindset Moments)

Person Responsible

Gay Green

Schedule

Monthly, from 8/12/2016 to 5/26/2017

Evidence of Completion

Faculty Meeting Minutes

Action Step 10 `5`

Monitor and provide feedback and coaching as needed for each professional learning activity using Tweet Beam, Tweeting for Parent Involvement, QR Codes in Newsletters, Videos in the Newsletters, Swivel.

Person Responsible

Gay Green

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes

Action Step 11 `5`

CLT will identify and purchase resources and technology to assist with effective implementation of best practices.

Person Responsible

Gay Green

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes

Action Step 12 5

Tutoring will be provided for academic interventions in ELA, Math and Science

Person Responsible

Gay Green

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes

Action Step 13 5

Provide an academic intervention teacher to provide intervention to students in all subject areas and support teachers with implementing best practices

Person Responsible

Heather Smyth

Schedule

Biweekly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Outlook calendar, Data review, VXT Data, Rosters

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Determine status towards completing action steps during monthly CLT meetings

Person Responsible

Gay Green

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

SIP Progress Monitoring, Meeting Minutes and Sign-In Sheet

Plan to Monitor Fidelity of Implementation of G2.B5.S1 `6`

Admin/ Academic coach will conduct walk-throughs of each classroom to ensure implementation of strategies introduced during professional development. Coach will provide additional follow up/ PD as needed.

Person Responsible

Gay Green

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

PLC Minutes and CLT Minutes

Plan to Monitor Fidelity of Implementation of G2.B5.S1 `6`

CLT and SAC chairs will monitor the effectiveness of our PD through monthly grade level/ content specific professional learning community data chats.

Person Responsible

Gay Green

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

PLC Minutes and CLT Minutes

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Data Walks / Learning Walks

Person Responsible

Gay Green

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Data walk evidence/ notes

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

Discuss and monitor the effectiveness of PLCs

Person Responsible

Gay Green

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC Meeting Minutes

G2.B5.S2 Develop knowledge and skills of the best practices to provide multi-tiered systems of support
4

🔑 S233908

Strategy Rationale

When we increase the knowledge and implementation of best practices based on the instructional shifts, we will have to provide the time to plan, model and monitor impact.

Action Step 1 5

Establish a MTSS team to inform and support staff

Person Responsible

Amber McAndrew

Schedule

On 8/9/2016

Evidence of Completion

CLT Agenda and Minutes

Action Step 2 5

Create and administer needs assessment on staff's knowledege of PBIS and MTSS

Person Responsible

Amber McAndrew

Schedule

On 8/19/2016

Evidence of Completion

Needs assessment delivered via Survey Monkey week of 8/15/16 and due 8/19/16. Results shared 8/22/16

Action Step 3 5

Provide professional learning and resources based on the results of the MTSS survey

Person Responsible

Gay Green

Schedule

Evidence of Completion

Faculty Meeting with 3 choices: e-PST (Williams/Breter) Appropriate Interventions (Szlosek) Diagnosing deficiencies (Greene)

Action Step 4 5

MTSS team members will attend PLC meetings once a month to monitor intervention data and keep classroom teachers informed

Person Responsible

Amber McAndrew

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC Minutes, e-PST paperwork, send to admin monthly

Action Step 5 5

MTSS Team will develop list of diagnostics for use in PST and share with grade level teams

Person Responsible

Amber McAndrew

Schedule

On 9/12/2016

Evidence of Completion

Flow Chart

Action Step 6 5

Provide time with support for teachers to work on PST process

Person Responsible

Gay Green

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

PLC Minutes

Action Step 7 5

Provide mentors to identified students

Person Responsible

Amber McAndrew

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Photographs, PLC Minutes, CLT Minutes

Action Step 8 5

Create a BLT to provide and share positive and proactive classroom management and behavior support strategies with faculty

Person Responsible

Amber McAndrew

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Agendas, Minutes

Action Step 9 5

Provide opportunities for teachers to develop knowledge and skills on selected programs (Waterford, Success Maker, RazKids, etc.)

Person Responsible

Gay Green

Schedule

Annually, from 8/22/2016 to 8/22/2016

Evidence of Completion

Data from selected programs

Action Step 10 5

Provide staff professional development in CHAMPS

Person Responsible

Gay Green

Schedule

Monthly, from 8/12/2016 to 5/26/2017

Evidence of Completion

Minutes, Agenda

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Determine status towards completing action steps during monthly CLT meetings

Person Responsible

Gay Green

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

SIP Progress Monitoring, Meeting Minutes and Sign-In Sheet

Plan to Monitor Fidelity of Implementation of G2.B5.S2 `6`

Admin/ Academic coach will conduct walk-throughs of each classroom to ensure implementation of strategies introduced during professional development. Coach will provide additional follow up/ PD as needed.

Person Responsible

Gay Green

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

PLC Minutes and CLT Minutes

Plan to Monitor Fidelity of Implementation of G2.B5.S2 `6`

CLT and SAC chairs will monitor the effectiveness of our PD through monthly grade level/ content specific professional learning community data chats.

Person Responsible

Gay Green

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

PLC Minutes and CLT Minutes

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 `7`

Data Walks / Learning Walks

Person Responsible

Gay Green

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Admin and CLT

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 `7`

Discuss and monitor the effectiveness of PLCs

Person Responsible

Gay Green

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC Meeting Minutes

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					
G2.B5.S2.A3 A300406	Provide professional learning and resources based on the results of the MTSS survey	Green, Gay	8/31/2016	Faculty Meeting with 3 choices: e-PST (Williams/Breter) Appropriate Interventions (Szlosek) Diagnosing deficiencies (Greene)	No End Date one-time
G1.B3.S1.A1 A300386	CLT team members attend professional learning	Green, Gay	8/1/2016	PL Transcripts	8/3/2016 one-time
G2.B5.S1.A1 A300391	Conduct a faculty meeting to inform staff on instructional shifts.	Green, Gay	8/9/2016	What connections do you see regarding the instructional shifts being addressed in Making Meaning? Share out	8/9/2016 one-time
G2.B5.S2.A1 A300404	Establish a MTSS team to inform and support staff	McAndrew, Amber	8/9/2016	CLT Agenda and Minutes	8/9/2016 one-time
G2.B5.S2.A2 A300405	Create and administer needs assessment on staff's knowledege of PBIS and MTSS	McAndrew, Amber	8/9/2016	Needs assessment delivered via Survey Monkey week of 8/15/16 and due 8/19/16. Results shared 8/22/16	8/19/2016 one-time
G2.B5.S2.A9 A300412	Provide opportunities for teachers to develop knowledge and skills on selected programs (Waterford,...	Green, Gay	8/22/2016	Data from selected programs	8/22/2016 annually
G2.B5.S1.A2 A300392	Conduct professional development on the delivery of best practices in ELA.	Green, Gay	8/31/2016	Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes	8/31/2016 one-time
G2.B5.S2.A5 A300408	MTSS Team will develop list of diagnostics for use in PST and share with grade level teams	McAndrew, Amber	8/22/2016	Flow Chart	9/12/2016 one-time
G2.B5.S1.A3 A300393	Conduct professional development on the delivery of best practices in Math.	Green, Gay	9/19/2016	Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes	9/19/2016 one-time
G2.B5.S1.A4 A300394	Conduct professional development on student led discussion and questioning.	Green, Gay	9/19/2016	Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes	9/19/2016 one-time
G1.MA1 M304838	SIP Progress Monitoring Meeting	Green, Gay	10/31/2016	SIP Progress Monitoring, Meeting Minutes and Sign-In Sheet	10/31/2016 one-time
G2.MA1 M304851	SIP Progress Monitoring Meeting	Green, Gay	10/31/2016	SIP Progress Monitoring, Meeting Minutes and Sign-In Sheet	10/31/2016 one-time
G2.B5.S1.A5 A300395	Conduct professional development on visible learning and student goal setting/ tracking.	Green, Gay	1/9/2017	Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes	1/9/2017 one-time
G1.MA2 M304839	SIP Mid-Year Review	Green, Gay	2/14/2017	Midyear Review in CIMS	2/14/2017 one-time
G2.MA2 M304852	SIP Mid-Year Review	Green, Gay	2/14/2017	Midyear Review in CIMS	2/14/2017 one-time
G2.B5.S1.A7 A300397	Provide faculty time for vertical articulations four times per year.	Green, Gay	8/12/2016	PLC Minutes	3/10/2017 quarterly
G1.B3.S1.A5 A300390	Implement quarterly assemblies for positive behaviors and academic performance	Green, Gay	10/31/2016	Programs, Tweets, Invitation to parents	3/27/2017 quarterly
G1.B3.S1.MA1 M304833	Data Walks / Learning Walks	Green, Gay	9/19/2016	Data walk evidence/ notes	5/26/2017 monthly
G1.B3.S1.MA5 M304834	Quarterly discipline reports	Green, Gay	8/15/2016	Discipline report data	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1 M304835	Determine status towards completing action steps during monthly CLT meetings	Gilbert, Meredith	8/22/2016	SIP Progress Monitoring, Meeting Minutes and Sign-In Sheet	5/26/2017 monthly
G1.B3.S1.MA2 M304836	Admin/ District support will conduct walk-throughs of each classroom to ensure implementation of...	Green, Gay	8/22/2016	PLC Minutes and CLT Minutes	5/26/2017 monthly
G1.B3.S1.MA3 M304837	CLT and SAC chairs will monitor the effectiveness of our PD through monthly grade level/ content...	Green, Gay	8/22/2016	PLC Minutes and CLT Minutes	5/26/2017 monthly
G1.B3.S1.A2 A300387	CHAMPS professional learning opportunities	Green, Gay	8/12/2016	Faculty Sign In Sheets, Faculty Meeting Agendas, Faculty Meeting Minutes	5/26/2017 monthly
G1.B3.S1.A3 A300388	Implement school wide common area procedures	McAndrew, Amber	8/15/2016	Survey	5/26/2017 daily
G1.B3.S1.A4 A300389	Implement a positive reward/behavior system for arrival and dismissal	McAndrew, Amber	8/15/2016	Quarterly Discipline Data	5/26/2017 daily
G2.B5.S1.MA1 M304841	Data Walks / Learning Walks	Green, Gay	9/19/2016	Data walk evidence/ notes	5/26/2017 monthly
G2.B5.S1.MA5 M304842	Discuss and monitor the effectiveness of PLCs	Green, Gay	8/15/2016	PLC Meeting Minutes	5/26/2017 monthly
G2.B5.S1.MA1 M304843	Determine status towards completing action steps during monthly CLT meetings	Green, Gay	8/22/2016	SIP Progress Monitoring, Meeting Minutes and Sign-In Sheet	5/26/2017 monthly
G2.B5.S1.MA2 M304844	Admin/ Academic coach will conduct walk-throughs of each classroom to ensure implementation of...	Green, Gay	8/22/2016	PLC Minutes and CLT Minutes	5/26/2017 monthly
G2.B5.S1.MA3 M304845	CLT and SAC chairs will monitor the effectiveness of our PD through monthly grade level/ content...	Green, Gay	8/22/2016	PLC Minutes and CLT Minutes	5/26/2017 monthly
G2.B5.S1.A6 A300396	Provide time for grade level/PLC planning to effectively implement shifts and best practices by...	Green, Gay	8/15/2016	Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes	5/26/2017 quarterly
G2.B5.S1.A8 A300398	Teachers will conduct parent conferences and positive phone calls home.	Green, Gay	9/22/2016	Conference forms	5/26/2017 semiannually
G2.B5.S1.A9 A300399	Provide professional learning opportunities on Growth Mindset. (Mindset Moments)	Green, Gay	8/12/2016	Faculty Meeting Minutes	5/26/2017 monthly
G2.B5.S1.A10 A300400	Monitor and provide feedback and coaching as needed for each professional learning activity using...	Green, Gay	9/19/2016	Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes	5/26/2017 monthly
G2.B5.S1.A11 A300401	CLT will identify and purchase resources and technology to assist with effective implementation of...	Green, Gay	8/15/2016	Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes	5/26/2017 monthly
G2.B5.S1.A12 A300402	Tutoring will be provided for academic interventions in ELA, Math and Science	Green, Gay	8/15/2016	Data walks, Lesson plans, Sign in sheets, Administrative Team PLC Minutes, PLC Minutes, CLT Minutes	5/26/2017 weekly
G2.B5.S1.A13 A300403	Provide an academic intervention teacher to provide intervention to students in all subject areas...	Smyth, Heather	8/9/2016	Outlook calendar, Data review, VXT Data, Rosters	5/26/2017 biweekly
G2.B5.S2.MA1 M304846	Data Walks / Learning Walks	Green, Gay	9/19/2016	Admin and CLT	5/26/2017 monthly
G2.B5.S2.MA2 M304847	Discuss and monitor the effectiveness of PLCs	Green, Gay	8/15/2016	PLC Meeting Minutes	5/26/2017 monthly
G2.B5.S2.MA1 M304848	Determine status towards completing action steps during monthly CLT meetings	Green, Gay	8/22/2016	SIP Progress Monitoring, Meeting Minutes and Sign-In Sheet	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S2.MA2 M304849	Admin/ Academic coach will conduct walk-throughs of each classroom to ensure implementation of...	Green, Gay	8/22/2016	PLC Minutes and CLT Minutes	5/26/2017 monthly
G2.B5.S2.MA3 M304850	CLT and SAC chairs will monitor the effectiveness of our PD through monthly grade level/ content...	Green, Gay	8/22/2016	PLC Minutes and CLT Minutes	5/26/2017 monthly
G2.B5.S2.A4 A300407	MTSS team members will attend PLC meetings once a month to monitor intervention data and keep...	McAndrew, Amber	8/15/2016	PLC Minutes, e-PST paperwork, send to admin monthly	5/26/2017 monthly
G2.B5.S2.A6 A300409	Provide time with support for teachers to work on PST process	Green, Gay	8/22/2016	PLC Minutes	5/26/2017 monthly
G2.B5.S2.A7 A300410	Provide mentors to identified students	McAndrew, Amber	8/22/2016	Photographs, PLC Minutes, CLT Minutes	5/26/2017 weekly
G2.B5.S2.A8 A300411	Create a BLT to provide and share positive and proactive classroom management and behavior support...	McAndrew, Amber	8/1/2016	Agendas, Minutes	5/26/2017 monthly
G2.B5.S2.A10 A300413	Provide staff professional development in CHAMPS	Green, Gay	8/12/2016	Minutes, Agenda	5/26/2017 monthly
G1.MA3 M304840	State Assessment Results	Green, Gay	5/26/2017	Step Zero for 2017-2018 SIP	7/11/2017 annually
G2.MA3 M304853	State Assessment Results	Green, Gay	5/26/2017	Step Zero for 2017-2018 SIP	7/11/2017 annually

V. Professional Development Opportunities

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

G1. If Osceola Elementary implements a positive and proactive approach to behavior management and support strategies, then appropriate student behaviors will increase.

G1.B3 Lack of strategies

G1.B3.S1 Implement Positive Behavioral Intervention and Supports (PBIS)

PD Opportunity 1

CLT team members attend professional learning

Facilitator

District

Participants

CLT

Schedule

On 8/3/2016

PD Opportunity 2

CHAMPS professional learning opportunities

Facilitator

Katelnn Milliken and CLT

Participants

Faculty

Schedule

Monthly, from 8/12/2016 to 5/26/2017

G2. If Osceola Elementary implements best practices based on the instructional shifts, then student achievement will increase across all subjects and subgroups.

G2.B5 Lack of knowledge of instructional shifts, how to implement shifts, and best practices

G2.B5.S1 Develop knowledge and skills of the best practices based on the instructional shifts in all subject areas

PD Opportunity 1

Conduct a faculty meeting to inform staff on instructional shifts.

Facilitator

SLT

Participants

Faculty

Schedule

On 8/9/2016

PD Opportunity 2

Conduct professional development on the delivery of best practices in ELA.

Facilitator

SLT

Participants

Faculty

Schedule

On 8/31/2016

PD Opportunity 3

Conduct professional development on the delivery of best practices in Math.

Facilitator

SLT

Participants

Facutly

Schedule

On 9/19/2016

PD Opportunity 4

Conduct professional development on student led discussion and questioning.

Facilitator

SLT

Participants

Faculty

Schedule

On 9/19/2016

PD Opportunity 5

Conduct professional development on visible learning and student goal setting/ tracking.

Facilitator

SLT

Participants

Facutly

Schedule

On 1/9/2017

PD Opportunity 6

Provide time for grade level/PLC planning to effectively implement shifts and best practices by providing teachers with full day subs three times per year or 9 two hour extended days so they may participate in grade level curriculum planning across all content areas.

Facilitator

Ann Greene

Participants

Faculty

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

PD Opportunity 7

Provide faculty time for vertical articulations four times per year.

Facilitator

Ann Greene

Participants

Faculty

Schedule

Quarterly, from 8/12/2016 to 3/10/2017

PD Opportunity 8

Provide professional learning opportunities on Growth Mindset. (Mindset Moments)

Facilitator

SLT

Participants

Faculty

Schedule

Monthly, from 8/12/2016 to 5/26/2017

PD Opportunity 9

Monitor and provide feedback and coaching as needed for each professional learning activity using Tweet Beam, Tweeting for Parent Involvement, QR Codes in Newsletters, Videos in the Newsletters, Swivel.

Facilitator

Ann Greene

Participants

Faculty

Schedule

Monthly, from 9/19/2016 to 5/26/2017

G2.B5.S2 Develop knowledge and skills of the best practices to provide multi-tiered systems of support

PD Opportunity 1

Establish a MTSS team to inform and support staff

Facilitator

CLT

Participants

Faculty

Schedule

On 8/9/2016

PD Opportunity 2

Create and administer needs assessment on staff's knowledge of PBIS and MTSS

Facilitator

CLT

Participants

Faculty

Schedule

On 8/19/2016

PD Opportunity 3

Provide professional learning and resources based on the results of the MTSS survey

Facilitator

Sherri Williams, Tim Breter, Kathy Szlosek, Ann Greene

Participants

Faculty

Schedule

PD Opportunity 4

MTSS team members will attend PLC meetings once a month to monitor intervention data and keep classroom teachers informed

Facilitator

Ann Greene

Participants

Faculty

Schedule

Monthly, from 8/15/2016 to 5/26/2017

PD Opportunity 5

MTSS Team will develop list of diagnostics for use in PST and share with grade level teams

Facilitator

Ann Greene

Participants

Faculty

Schedule

On 9/12/2016

PD Opportunity 6

Provide time with support for teachers to work on PST process

Facilitator

Ann Greene

Participants

Facutly

Schedule

Monthly, from 8/22/2016 to 5/26/2017

PD Opportunity 7

Create a BLT to provide and share positive and proactive classroom management and behavior support strategies with faculty

Facilitator

Ann Greene

Participants

Faculty

Schedule

Monthly, from 8/1/2016 to 5/26/2017

PD Opportunity 8

Provide opportunities for teachers to develop knowledge and skills on selected programs (Waterford, Success Maker, RazKids, etc.)

Facilitator

District Personal

Participants

Facutly

Schedule

Annually, from 8/22/2016 to 8/22/2016

PD Opportunity 9

Provide staff professional development in CHAMPS

Facilitator

Katelynn Milliken, Administration and CLT

Participants

Faculty

Schedule

Monthly, from 8/12/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	CLT team members attend professional learning					$0.00
2	G1.B3.S1.A2	CHAMPS professional learning opportunities					$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			4634 - Beachside Elementary School	School Improvement Funds		$500.00	
			4634 - Beachside Elementary School	Title I, Part A		$500.00	
3	G1.B3.S1.A3	Implement school wide common area procedures					$0.00
4	G1.B3.S1.A4	Implement a positive reward/behavior system for arrival and dismissal					$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			4634 - Beachside Elementary School	School Improvement Funds		$500.00	
			4634 - Beachside Elementary School	Title I, Part A		$500.00	
5	G1.B3.S1.A5	Implement quarterly assemblies for positive behaviors and academic performance					$0.00
6	G2.B5.S1.A1	Conduct a faculty meeting to inform staff on instructional shifts.					$0.00
7	G2.B5.S1.A10	Monitor and provide feedback and coaching as needed for each professional learning activity using Tweet Beam, Tweeting for Parent Involvement, QR Codes in Newsletters, Videos in the Newsletters, Swivel.					$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			4634 - Beachside Elementary School	School Improvement Funds		$2,000.00	
8	G2.B5.S1.A11	CLT will identify and purchase resources and technology to assist with effective implementation of best practices.					$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			4634 - Beachside Elementary School	School Improvement Funds		$5,000.00	
			4634 - Beachside Elementary School	Title I, Part A		$5,000.00	

9	G2.B5.S1.A12	Tutoring will be provided for academic interventions in ELA, Math and Science				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4634 - Beachside Elementary School	School Improvement Funds		$2,500.00
			4634 - Beachside Elementary School	Title I, Part A		$2,500.00
10	G2.B5.S1.A13	Provide an academic intervention teacher to provide intervention to students in all subject areas and support teachers with implementing best practices				$54,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4634 - Beachside Elementary School	Title I, Part A		$54,000.00
11	G2.B5.S1.A2	Conduct professional development on the delivery of best practices in ELA.				$0.00
12	G2.B5.S1.A3	Conduct professional development on the delivery of best practices in Math.				$0.00
13	G2.B5.S1.A4	Conduct professional development on student led discussion and questioning.				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4634 - Beachside Elementary School	School Improvement Funds		$1,500.00
			4634 - Beachside Elementary School	Title I, Part A		$1,500.00
			Notes: Dr. Chew			
14	G2.B5.S1.A5	Conduct professional development on visible learning and student goal setting/ tracking.				$0.00
15	G2.B5.S1.A6	Provide time for grade level/PLC planning to effectively implement shifts and best practices by providing teachers with full day subs three times per year or 9 two hour extended days so they may participate in grade level curriculum planning across all content areas.				$7,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4634 - Beachside Elementary School	Title I, Part A		$7,200.00
16	G2.B5.S1.A7	Provide faculty time for vertical articulations four times per year.				$0.00
17	G2.B5.S1.A8	Teachers will conduct parent conferences and positive phone calls home.				$0.00
18	G2.B5.S1.A9	Provide professional learning opportunities on Growth Mindset. (Mindset Moments)				$0.00
19	G2.B5.S2.A1	Establish a MTSS team to inform and support staff				$0.00

20	G2.B5.S2.A10	Provide staff professional development in CHAMPS	$0.00
21	G2.B5.S2.A2	Create and administer needs assessment on staff's knowledege of PBIS and MTSS	$0.00
22	G2.B5.S2.A3	Provide professional learning and resources based on the results of the MTSS survey	$0.00
23	G2.B5.S2.A4	MTSS team members will attend PLC meetings once a month to monitor intervention data and keep classroom teachers informed	$0.00
24	G2.B5.S2.A5	MTSS Team will develop list of diagnostics for use in PST and share with grade level teams	$0.00
25	G2.B5.S2.A6	Provide time with support for teachers to work on PST process	$0.00
26	G2.B5.S2.A7	Provide mentors to identified students	$0.00
27	G2.B5.S2.A8	Create a BLT to provide and share positive and proactive classroom management and behavior support strategies with faculty	$0.00
28	G2.B5.S2.A9	Provide opportunities for teachers to develop knowledge and skills on selected programs (Waterford, Success Maker, RazKids, etc.)	$0.00
		Total:	$83,200.00