



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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Osceola Elementary School  
1605 OSCEOLA ELEMENTARY RD  
St Augustine, FL 32084  
904-547-3780  
<http://www-oes.stjohns.k12.fl.us/>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 70%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 40%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A	<b>2009-10</b> A
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	2	Wayne Green

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Osceola Elementary School

##### Principal

Tina Waldrop

##### School Advisory Council chair

Erin Fiedler

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Tina Waldrop	Principal
Catherine Peralta	Asst. Principal
Faye Jenkins	Intervention Coordinator
Dana Harrison	Guidance Counselor
Stephanie Evans	Literacy Coach
Sterling Coefield	Maintenance Coordinator
Lisa Burney	Secretary/Bookkeeper
Betty Masse	Extended Day Coordinator
Erin Fiedler	Title 1 Teacher, SAC Chair

#### District-Level Information

##### District

St. Johns

##### Superintendent

Dr. Joseph G Joyner

##### Date of school board approval of SIP

10/15/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

#### Involvement of the SAC in the development of the SIP

Review draft of SIP and provide input and then approval.

**Activities of the SAC for the upcoming school year**

Review draft of SIP and provide input; Review and approve School Plan for distribution of School Recognition money; Provide input and feedback on Title 1 parental involvement activities; Review and provide input on parent and staff surveys; Review and provide input on SAC budget; Meetings will provide information on school/district initiatives; Title I; RtI; PBS.

**Projected use of school improvement funds, including the amount allocated to each project**

Will be decided upon as the need arises in the 2013-2014 SAC meetings.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Tina Waldrop**

Principal

Years as Administrator: 13

Years at Current School: 1

**Credentials**

B.A. in Mental Retardation  
M. Ed. in Special Education  
M. Ed. in Educational Leadership.

**Performance Record**

Principal at Osceola 2012-2013 "C" rating. Assistant Principal at Webster Elementary School, the school moved from a "C" to an "A" school rating.  
Previous experience has been as Assistant Principal at Creekside High School in 2009 which earned an "A" school rating in its first year, Turnaround Specialist at SJTHS.

<b>Catherine Peralta</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 0
<b>Credentials</b>	B.S. Early Childhood Education M.Ed. Educational Leadership Certification – PreKindergarten – Primary (Age 3 – Grade 3) Educational Leadership all levels ESOL certification Reading Endorsement certification	
<b>Performance Record</b>	Assistant Principal at Timberlin Creek Elementary School, 2010-2012, "A" Rating	

**Instructional Coaches**

**# of instructional coaches**  
1

**# receiving effective rating or higher**  
(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Stephanie Evans</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 19
<b>Areas</b>	Reading/Literacy, RtI/MTSS	
<b>Credentials</b>	Certified in Elementary Education, Primary Education (Pre-K-3), ESOL certified, Reading Endorsed, & National Board Certified	
<b>Performance Record</b>	1994-Present Osceola Elementary School, "C" Rating School, 2012-2013, "B" Rating School 2011-2012, "A" Rating School 1994-2010	

**Classroom Teachers**

**# of classroom teachers**  
47

**# receiving effective rating or higher**  
47, 100%

**# Highly Qualified Teachers**  
100%

**# certified in-field**  
47, 100%



**# ESOL endorsed**

40, 85%

**# reading endorsed**

11, 23%

**# with advanced degrees**

18, 38%

**# National Board Certified**

6, 13%

**# first-year teachers**

3, 6%

**# with 1-5 years of experience**

6, 13%

**# with 6-14 years of experience**

12, 26%

**# with 15 or more years of experience**

24, 51%

**Education Paraprofessionals**

**# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

1. Cheryl Laubacker & Brenda Marshall- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings; team teaching.
2. Vicky Alvarez/Gwen Johnston & Olivia Worthy- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
3. Liz Steen/Matt Mittelstadt & Kathleen Gruman- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
4. Diane Burton & Cathy Jones- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
5. Vickie Hall & Kathy Koenig - Same ESE team; Pathologist with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share activities; positive feedback; and weekly meetings.
6. Sarah Blevins & Aubrie Simpson- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
7. Janice Forson & Allison Rocabaldo- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.

### Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Select General Education Teachers (Title I teachers): Provides information about core instruction, participates

in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

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

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

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

making activities.

Data Specialist: Develops or brokers technology necessary to manage and display data; provides professional

development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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

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

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

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Coordinator for Student Intervention and Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavior and social success.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, SWIS, DISCOVERY EDUCATON, FCAT Simulation and CIM probes Midyear: Florida Assessments for Instruction in Reading (DISCOVERY EDUCATON) and Reading (DRA) End of year: DISCOVERY EDUCATON, SWIS, FCAT

Frequency of Data Days: twice a month for data analysis.

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "Rtl: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/Rtl" and "Rtl Challenges to Implementation Data-based Design-making, and supporting and Evaluating Interventions" will take place in October and January.

The Rtl team will also evaluate additional staff PD needs during the weekly Rtl Leadership Team meetings.

## **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:**

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

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Title I Staff and Instructional Staff

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Tina Waldrop	Principal
Catherine Peralta	Assistant Principal
Stephanie Evans	Literacy Coach
Becky Westover	Title I Teacher
Jill Andrews	Media Specialist
Kristen Bailey	Teacher
Gwen Johnston	Teacher
Janet Whalen	Teacher
Olivia Worthy	Teacher
Alice McDaniel	ESE Teacher
Erin Fiedler	Title I Teacher

**How the school-based LLT functions**

Monthly meetings of the leadership team to review critical data and discuss relevant curriculum issues. Open two-way communication is encouraged to enable us to meet our SIP goals.

**Major initiatives of the LLT**

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

### **Every Teacher Contributes to Reading Instruction**

#### **How the school ensures every teacher contributes to the reading improvement of every student**

Osceola Elementary has implemented a daily school-wide, 30-minute intervention and enrichment block within the instructional day. During this time teachers, administrators, para professionals, resource personnel, etc... meet with small groups of students to either remediate or enhance academic skills at the students' current level. All of our teachers, Kindergarten through 5th grade teach reading within the instructional day. English Language Arts, including reading, writing, oral language, are explicitly taught during a daily 90 minute reading block. These skills are also seamlessly interwoven into Science, Social Studies, and Math instruction. Art, Music, and PE teachers are included in Common Core Curriculum trainings so that they are implementing of the new standards.

### **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

In the Spring, Title I invites the parents of students attending these programs to attend an evening Osceola Family Night. Parents are introduced to our kindergarten faculty, given an opportunity to register their children and enjoy the family event. During the summer the Title 1 schools conduct an early registration for students off campus at a centrally located facility. Through Head Start, the parents of our PreK children will have more contact with our school as part of Head Start's Parental Involvement Policies. Kindergarten teachers will "screen" our Pre-Kindergarten students as they are registered this spring. Incentives will be offered to parents to encourage early registration/screening of these students so that they can be properly placed during the 12-13 school year.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	60%	No	69%
American Indian				
Asian				
Black/African American	44%	32%	No	50%
Hispanic	58%	46%	No	63%
White	72%	68%	No	75%
English language learners				
Students with disabilities	28%	16%	No	35%
Economically disadvantaged	59%	54%	No	63%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	29%	32%
Students scoring at or above Achievement Level 4	97	31%	34%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	126	64%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	32	62%	65%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	100%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		70%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		53%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	43	41%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	52%	No	63%
American Indian				
Asian				
Black/African American	35%	29%	No	42%
Hispanic	55%	42%	No	60%
White	67%	59%	No	70%
English language learners				
Students with disabilities	33%	18%	No	39%
Economically disadvantaged	53%	45%	No	57%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	25%	28%
Students scoring at or above Achievement Level 4	86	27%	30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	122	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	36	65%	68%

**Area 4: Science**

**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	32%	35%
Students scoring at or above Achievement Level 4	19	18%	21%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		11
Participation in STEM-related experiences provided for students	104	100%	100%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	152	24%	21%
Students retained, pursuant to s. 1008.25, F.S.	22	4%	2%
Students who are not proficient in reading by third grade	43	39%	36%
Students who receive two or more behavior referrals	88	14%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	40	6%	3%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Parental Involvement is critical to the success of our Title I program. Jointly developed, our school distributes a school parental involvement policy to all families. Parents, teachers and students sign our



compact that focuses on shared responsibility for student achievement. These and other aspects of our Title I program are explained at our grade level Annual Title I Curriculum Nights. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Osceola will be focusing on having students attend school on a regular basis. With a concentrated effort we will decrease the number of students with excessive absences and tardies.	152	24%	21%

**Area 10: Additional Targets**

**Additional targets for the school**

All students will be familiar with the Character Counts! Pillars.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
All students will be familiar with the Character Counts! Pillars	706	100%	100%

## Goals Summary

- G1.** Attendance: Osceola will work to identify students with attendance issues and implement strategies to improve their attendance.
- G2.** Osceola will increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.
- G3.** Osceola's students will gain a deeper understanding of math concepts by teachers implementing high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

## Goals Detail

**G1.** Attendance: Osceola will work to identify students with attendance issues and implement strategies to improve their attendance.

### Targets Supported

- EWS - Elementary School

### Resources Available to Support the Goal

- Alert Now, district support personnel for home visits, staff for home visits, incentives for attendance and for tardy-free, letters sent home, phone calls to parents

### Targeted Barriers to Achieving the Goal

- Parent recognition of the importance of being at school on time everyday.

### Plan to Monitor Progress Toward the Goal

These goals will be reviewed weekly by Admin and MTSS teams.

### Person or Persons Responsible

Admin and MTSS teams

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Decrease in student absences and tardies. If progress is not made at this time, the team will intensify the plan.

**G2.** Osceola will increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.

**Targets Supported**

- Reading (FCAT2.0)
- Writing
- Math (Elementary and Middle FCAT 2.0)
- Social Studies
- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- District and class prompts, grant funded ARA program in 4th grade, Title I, classroom support

**Targeted Barriers to Achieving the Goal**

- Limited vocabulary
- Limited exposure responding to nonfiction text.

**Plan to Monitor Progress Toward the Goal**

Data and Dialogue days built into schedule and grade level meetings for teacher to discuss and review student progress.

**Person or Persons Responsible**

Instructional Staff

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Meeting notes, agendas, and action plan.

**G3.** Osceola's students will gain a deeper understanding of math concepts by teachers implementing high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- Curriculum maps, Envision Investigations, IXL math website, Fast Math

**Targeted Barriers to Achieving the Goal**

- Lack of fluency in basic math facts
- Students unfamiliarity with written response to math problems to support and defend their answers.

## Plan to Monitor Progress Toward the Goal

Discovery Education Reports, Performance Plus data, Teacher Observations

**Person or Persons Responsible**

Instructional Staff

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Increase in student achievements levels

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Attendance: Osceola will work to identify students with attendance issues and implement strategies to improve their attendance.

**G1.B1** Parent recognition of the importance of being at school on time everyday.

**G1.B1.S1** Phone calls and home visits. Classroom incentives for attendance, communication with parents and involving parents in the school culture.

#### Action Step 1

Phone calls, home visits, alert now messages, classroom incentives, parent involvement activities to increase positive culture.

#### Person or Persons Responsible

Administration team, Teachers, Title I

#### Target Dates or Schedule

Throughout the school year

#### Evidence of Completion

Decreased number of student absences and tardies.

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

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

#### Person or Persons Responsible

Admin Team, MTSS team

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Decrease in number of absences and tardies.

### Plan to Monitor Effectiveness of G1.B1.S1

Weekly reports will be pulled from eschool and reviewed by Intervention Coordinator, then phone calls will be made to parents of students who have missed one or more unexcused days that week. Tardy trends will also be reviewed and communication will be made with parents.

#### Person or Persons Responsible

Intervention Coordinator and Admin Team

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Decrease in student absences and tardies.

**G2.** Osceola will increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.

### G2.B1 Limited vocabulary

**G2.B1.S1** Lucy Calkins materials, Wordly Wise workbooks, AVID strategies, Data and Dialogue

#### Action Step 1

Teachers will utilize the Lucy Calkins materials that were purchased for each grade level, Wordly Wise will be utilized to build vocabulary development, AVID strategies will be used in 3rd, 4th, and 5th grade, Data and Dialogue days will be used throughout the year for teachers to evaluate their students writing growth.

#### Person or Persons Responsible

Teachers, District support staff, Administration

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Observations and agenda items

#### Facilitator:

District Support Staff, Teacher Leaders, Administration

#### Participants:

Instructional Staff

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Lucy Calkins materials will be used to facilitate writing instruction in the classroom, Wordly Wise materials will be a resource for students to develop deeper vocabulary, AVID strategies will be used throughout the school year to increase writing fluency, and Data Dialogue will be used by the teacher to monitor their students' writing development.

#### **Person or Persons Responsible**

Teachers, district staff, and Administration

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Classroom observations and agenda items.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Student writing samples

#### **Person or Persons Responsible**

Instructional Staff

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Student writing samples will be collected and reviewed at each grade level quarterly at data and dialogue meetings or grade level meetings.

## **G2.B2 Limited exposure responding to nonfiction text.**

**G2.B2.S1** Teachers will utilize the Lucy Calkins materials that were purchased for each grade level, Wordly Wise will be utilized to build vocabulary development, AVID strategies will be used in 3rd, 4th, and 5th grade, Data and Dialogue days will be used throughout the year for teachers to evaluate their students writing growth.

### **Action Step 1**

Using the Lucy Calkins materials teachers will incorporate non-fiction text, AVID strategies will be used in 3rd, 4th, and 5th grade throughout the implementation of Common Core Standards, Data and Dialogue days will be utilized for teachers to identify non-fiction literature.

#### **Person or Persons Responsible**

Instructional Staff and District Support Staff

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Classroom observations and agenda items

#### **Facilitator:**

District Support Staff, Teacher Leaders, Administration

#### **Participants:**

Instructional Staff and Admin Personnel

## **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Lucy Calkins materials will be used to facilitate writing instruction in the classroom, Wordly Wise materials will be a resource for students to develop deeper vocabulary, AVID strategies will be used throughout the school year to increase writing fluency, and Data Dialogue will be used by the teacher to monitor their students' writing.

#### **Person or Persons Responsible**

Administration Team

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Classroom Observations and Agenda items



## Plan to Monitor Effectiveness of G2.B2.S1

Student writing samples

### Person or Persons Responsible

Instructional staff

### Target Dates or Schedule

On-going

### Evidence of Completion

Student non-fiction writing samples will be collected and reviewed quarterly at Data and Dialogue days or grade-level meetings.

**G3.** Osceola's students will gain a deeper understanding of math concepts by teachers implementing high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

### G3.B1 Lack of fluency in basic math facts

**G3.B1.S1** AVID strategies will be used throughout the school year to increase math higher level thinking in students.

#### Action Step 1

AVID strategies will be implemented in 3rd, 4th, and 5th grade classrooms.

#### Person or Persons Responsible

Instructional Staff

#### Target Dates or Schedule

On-going

#### Evidence of Completion

AVID binders

#### Facilitator:

Title I instructional Staff, District Support Staff, Teacher Leaders, Administration

#### Participants:

Instructional Staff

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

Classroom observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Increased student achievement in math concepts.

### Plan to Monitor Effectiveness of G3.B1.S1

DE tests, District Performance Assessments, Mini benchmark assessments, Teacher Observations

**Person or Persons Responsible**

Instructional Staff

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Students achievement levels will increase with this monitoring.

**G3.B2** Students unfamiliarity with written response to math problems to support and defend their answers.

**G3.B2.S1** AVID strategies in 3rd, 4th, and 5th grade will be utilized in classrooms and journal writing. School has adopted "non-negotiables" within the writing process to make students more efficient writers.

**Action Step 1**

AVID COSTA's levels of questioning, CCSS, Math Connection Groups with other schools, Vertical Team meeting alignments, data and dialogue days

**Person or Persons Responsible**

Adiminstration, Instructional Staff and District Support Staff

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Agendas, lesson plans, professional development activities

**Facilitator:**

Administration, Teacher leaders, District Support Staff

**Participants:**

Instructional Staff

**Plan to Monitor Fidelity of Implementation of G3.B2.S1**

DE data, Mini Benchmark assessments, DFA data, and teacher observations

**Person or Persons Responsible**

Instructional Staff and Administration

**Target Dates or Schedule**

Bi-weekly, monthly, and quarterly

**Evidence of Completion**

Data Reports turned into Administration

## Plan to Monitor Effectiveness of G3.B2.S1

DE Data, Mini Benchmark Assessments, DFAs, and Teacher Observations

### Person or Persons Responsible

Instructional Staff and Administration Team

### Target Dates or Schedule

Mini Benchmarks results will be reported to Principal every two weeks, DE Data will be analyzed quarterly during data and dialogue days and team meetings, DFA data will be analyzed quarterly during data and dialogue days and team meetings, Teacher Observations will be conducted by the Admin Team regularly and conferences will be held with teachers periodically.

### Evidence of Completion

Increase in student achievements levels

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

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

#### Title I, Part C- Migrant

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

#### Title I, Part D

Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

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

#### Title III

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

#### Title X- Homeless

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

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

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

Our school-wide Tier I behavior plan includes the 3 step plan, common language and other aspects of Responsibility Training.

This year we will continue the PBS program PAWS. This positive behavior approach uses a common language and consistent guidelines across the school campus to increase positive behaviors across the campus and on the school bus. EPIC Community Services provides parent and student support in areas such as violence prevention, anger management and drug related issues.

#### Nutrition Programs

Nutrition Programs: Osceola has a partnership with University of Florida Extension program. Programs are presented to our primary grade classrooms; healthy nutrition materials are provided and utilized in the classroom and the Extension agent presents lessons to designated grade levels.

#### Housing Programs

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

#### Head Start

Osceola has two Head Start classrooms and one ESE VPK blended program. This is a blended program that serves Head Start, VPK, and our Pre-K developmentally delayed students.

#### Other

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

Mentorships of students are provided through members of the Junior class at a nearby high school as well as Big Brothers/Big Sisters. We have many active parents and RSVP volunteers working in classrooms with our children.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G2.** Osceola will increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.

### **G2.B1** Limited vocabulary

**G2.B1.S1** Lucy Calkins materials, Wordly Wise workbooks, AVID strategies, Data and Dialogue

#### **PD Opportunity 1**

Teachers will utilize the Lucy Calkins materials that were purchased for each grade level, Wordly Wise will be utilized to build vocabulary development, AVID strategies will be used in 3rd, 4th, and 5th grade, Data and Dialogue days will be used throughout the year for teachers to evaluate their students writing growth.

#### **Facilitator**

District Support Staff, Teacher Leaders, Administration

#### **Participants**

Instructional Staff

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Observations and agenda items

**G2.B2** Limited exposure responding to nonfiction text.

**G2.B2.S1** Teachers will utilize the Lucy Calkins materials that were purchased for each grade level, Wordly Wise will be utilized to build vocabulary development, AVID strategies will be used in 3rd, 4th, and 5th grade, Data and Dialogue days will be used throughout the year for teachers to evaluate their students writing growth.

**PD Opportunity 1**

Using the Lucy Calkins materials teachers will incorporate non-fiction text, AVID strategies will be used in 3rd, 4th, and 5th grade throughout the implementation of Common Core Standards, Data and Dialogue days will be utilized for teachers to identify non-fiction literature.

**Facilitator**

District Support Staff, Teacher Leaders, Administration

**Participants**

Instructional Staff and Admin Personnel

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Classroom observations and agenda items



**G3.** Osceola's students will gain a deeper understanding of math concepts by teachers implementing high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

**G3.B1** Lack of fluency in basic math facts

**G3.B1.S1** AVID strategies will be used throughout the school year to increase math higher level thinking in students.

**PD Opportunity 1**

AVID strategies will be implemented in 3rd, 4th, and 5th grade classrooms.

**Facilitator**

Title I instructional Staff, District Support Staff, Teacher Leaders, Administration

**Participants**

Instructional Staff

**Target Dates or Schedule**

On-going

**Evidence of Completion**

AVID binders

**G3.B2** Students unfamiliarity with written response to math problems to support and defend their answers.

**G3.B2.S1** AVID strategies in 3rd, 4th, and 5th grade will be utilized in classrooms and journal writing. School has adopted "non-negotiables" within the writing process to make students more efficient writers.

**PD Opportunity 1**

AVID COSTA's levels of questioning, CCSS, Math Connection Groups with other schools, Vertical Team meeting alignments, data and dialogue days

**Facilitator**

Administration, Teacher leaders, District Support Staff

**Participants**

Instructional Staff

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Agendas, lesson plans, professional development activities

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Osceola will increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.	\$9,829
G3.	Osceola's students will gain a deeper understanding of math concepts by teachers implementing high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.	\$8,500
Total		\$18,329

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I Funds		\$17,329
SAC		\$1,000
Total		\$18,329

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G2.** Osceola will increase writing across the curriculum in science, social studies, math and language arts to include written response to non-fiction text.

**G2.B1** Limited vocabulary

**G2.B1.S1** Lucy Calkins materials, Wordly Wise workbooks, AVID strategies, Data and Dialogue

#### Action Step 1

Teachers will utilize the Lucy Calkins materials that were purchased for each grade level, Wordly Wise will be utilized to build vocabulary development, AVID strategies will be used in 3rd, 4th, and 5th grade, Data and Dialogue days will be used throughout the year for teachers to evaluate their students writing growth.

#### Resource Type

Evidence-Based Program

#### Resource

Discovery Education (District Funded), Wordly Wise Workbooks (Title I Funds listed below), Lucy Calkins materials (District Funded)

#### Funding Source

Title I Funds

#### Amount Needed

\$8,829

**G2.B2** Limited exposure responding to nonfiction text.

**G2.B2.S1** Teachers will utilize the Lucy Calkins materials that were purchased for each grade level, Wordly Wise will be utilized to build vocabulary development, AVID strategies will be used in 3rd, 4th, and 5th grade, Data and Dialogue days will be used throughout the year for teachers to evaluate their students writing growth.

**Action Step 1**

Using the Lucy Calkins materials teachers will incorporate non-fiction text, AVID strategies will be used in 3rd, 4th, and 5th grade throughout the implementation of Common Core Standards, Data and Dialogue days will be utilized for teachers to identify non-fiction literature.

**Resource Type**

Evidence-Based Program

**Resource**

Lucy Calkins Workshop (SAC Funds), Lucy Calkins Materials (District Provided), AVID (District Provided), Data and Dialogue Days

**Funding Source**

SAC

**Amount Needed**

\$1,000

**G3.** Osceola's students will gain a deeper understanding of math concepts by teachers implementing high yield strategies aligned to the State and Common Core Standards to differentiate instruction for all types of learners.

**G3.B2** Students unfamiliarity with written response to math problems to support and defend their answers.

**G3.B2.S1** AVID strategies in 3rd, 4th, and 5th grade will be utilized in classrooms and journal writing. School has adopted "non-negotiables" within the writing process to make students more efficient writers.

**Action Step 1**

AVID COSTA's levels of questioning, CCSS, Math Connection Groups with other schools, Vertical Team meeting alignments, data and dialogue days

**Resource Type**

Evidence-Based Program

**Resource**

Data and Dialogue days Substitutes

**Funding Source**

Title I Funds

**Amount Needed**

\$8,500