

St. Johns County School District

# Osceola Elementary School



2018-19 Schoolwide Improvement Plan

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## Osceola Elementary School

1605 OSCEOLA ELEMENTARY RD, St Augustine, FL 32084

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	96%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	B	C	B*

### School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

### SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### 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. 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: School Information

### School Mission and Vision

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

Osceola Elementary will be a family of learners working to become successful in academic and social settings. By nurturing determination, grit, and a growth mindset in all students, we will create life-long learners.

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

Better Never Quits

### School Leadership Team

#### Membership

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

Name	Title
Waldrop, Tina	Principal
Evans, Stephanie	Other
Jenkins, Faye	Other
Keffer, Rebecca	Assistant Principal
Harrison, Dana	School Counselor

#### Duties

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The principal ensures that all staff comply with the district-wide school site standards.

### Early Warning Systems

#### Year 2017-18

#### 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	24	34	9	17	11	10	0	0	0	0	0	0	0	105
One or more suspensions	4	3	0	8	8	2	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	0	3	3	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	6	13	36	0	0	0	0	0	0	0	55

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		4	2	0	4	5	6	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	21	8	7	1	0	0	0	0	0	0	0	0	47
Retained Students: Previous Year(s)	0	3	8	12	5	0	0	0	0	0	0	0	0	28

Date this data was collected

Thursday 7/12/2018

Year 2016-17 - As Reported

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	19	17	12	15	9	17	0	0	0	0	0	0	0	89
One or more suspensions	1	0	6	4	1	2	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	1	2	7	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	2	18	22	0	0	0	0	0	0	0	42

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		1	0	2	1	4	12	0	0	0	0	0	0	20

Year 2016-17 - Updated

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	19	17	12	15	9	17	0	0	0	0	0	0	0	89
One or more suspensions	1	0	6	4	1	2	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	1	2	7	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	2	18	22	0	0	0	0	0	0	0	42

**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	1	0	2	1	4	12	0	0	0	0	0	0	0	20

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

The bottom quartile in math learning gains performed the lowest at 17%. This is significantly lower than previous years. In 2016, 40% of our lowest quartile in math had a learning gain. In 2017, the lowest quartile learning gains in math made a dramatic increase as 62% of our lowest quartile in math made learning gains.

#### Which data component showed the greatest decline from prior year?

Lowest quartile math learning gains

#### Which data component had the biggest gap when compared to the state average?

Lowest quartile math learning gains

#### Which data component showed the most improvement? Is this a trend?

3rd Grade ELA proficiency - 3rd Grade ELA proficiency scores have an "up and down" trend. In 2016 3rd Grade ELA proficiency was 65%. In 2017, ELA proficiency was 53%. This year the score increased by 11%, to 64% proficiency.

#### Describe the actions or changes that led to the improvement in this area.

- Increased focus on standards and ensuring the established curriculum is fully aligned to standards leading to teachers making necessary adjustment in classroom instruction.
- Implementation of iReady instructional learning online component and the incorporation of iReady toolbox lessons.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	51%	72%	56%	57%	68%	52%
ELA Learning Gains	35%	59%	55%	51%	59%	52%
ELA Lowest 25th Percentile	26%	50%	48%	40%	53%	46%
Math Achievement	60%	77%	62%	55%	70%	58%
Math Learning Gains	40%	67%	59%	56%	63%	58%
Math Lowest 25th Percentile	17%	58%	47%	40%	60%	46%
Science Achievement	48%	68%	55%	49%	66%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24 (19)	34 (17)	9 (12)	17 (15)	11 (9)	10 (17)	105 (89)
One or more suspensions	4 (1)	3 (0)	0 (6)	8 (4)	8 (1)	2 (2)	25 (14)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (1)	3 (2)	3 (7)	6 (10)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (2)	13 (18)	36 (22)	55 (42)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	64%	78%	-14%	57%	7%
	2017	53%	80%	-27%	58%	-5%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	43%	74%	-31%	56%	-13%
	2017	49%	74%	-25%	56%	-7%
Same Grade Comparison		-6%				
Cohort Comparison		-10%				
05	2018	43%	73%	-30%	55%	-12%
	2017	49%	75%	-26%	53%	-4%
Same Grade Comparison		-6%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	68%	80%	-12%	62%	6%
	2017	68%	80%	-12%	62%	6%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	62%	83%	-21%	62%	0%
	2017	67%	82%	-15%	64%	3%
Same Grade Comparison		-5%				
Cohort Comparison		-6%				
05	2018	43%	79%	-36%	61%	-18%
	2017	55%	80%	-25%	57%	-2%
Same Grade Comparison		-12%				
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	47%	73%	-26%	55%	-8%
	2017					
Cohort Comparison						

**Subgroup Data**

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	23	19	37	28	11	17				
BLK	27	30	25	42	28	9	16				
HSP	63	40		63	47						
MUL	57	30		64	50						
WHT	61	38	23	67	44	19	60				
FRL	43	30	26	51	36	15	36				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	46	48	35	54	45	27				
BLK	26	27	18	45	61	53	14				
HSP	63	68		53	68		55				
MUL	67			60							
WHT	59	56	61	73	70	67	68				
FRL	40	41	36	57	62	57	42				



### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

**Title** Math Learning Gains in Lowest Quartile

**Rationale** Our assessment results showed that we need to provide job embedded professional learning for teachers. We also need our teachers to use the best math instructional practices to ensure that students achieve proficiency on grade level standards.

**Intended Outcome** On the 2019 FSA Math, the lowest 25th percentile will improve from 17% to 60% learning gains.

**Point Person** Rebecca Keffer (rebecca.keffer@stjohns.k12.fl.us)

##### Action Step

**Description** Osceola Elementary School will hire a Math Instructional Coach. Responsibilities will include observations in classrooms to assess the instructional needs. Based on data, observations, and teacher need, will provide instructional coaching and job-embedded professional learning ensuring that teachers are using the best instructional practices to support gains in Math. Math Instructional coach will model math lessons. The Math Coach will work with the interventionist to track the data and growth of the lowest 25% and provide intervention services for lowest quartile students. They will participate as a member of the leadership team to ensure the implementation of school improvement goals. PLC support will be provided to collaborative teams. The Math Instructional Coach will model instructional strategies and and mentor the 4th and 5th grade teachers. The Math Coach will work with the leadership team and 4th and 5th grade teachers to help the teachers increase their understanding of the math standards. The effects of the Math Coach improving the instructional strategies of the teachers will benefit the students in the lowest 25% of the 4th and 5th grades.

**Person Responsible** Tina Waldrop (tina.waldrop@stjohns.k12.fl.us)

##### Plan to Monitor Effectiveness

**Description** Osceola Elementary School leadership team will monitor student progress using iReady data throughout the year. Students will be progress monitored three times a year in fall, winter and spring. In addition to the iReady data we plan to review the 3rd through 5th grade FSA data at the end of the school year. The teacher created formative assessments will be utilized on an ongoing basis to ensure continuous progress monitoring. The Math Instructional Coach will monitor student results of these assessments and provide data analysis to teachers.

**Person Responsible** Tina Waldrop (tina.waldrop@stjohns.k12.fl.us)

**Activity #2**

**Title** All academics in 5th grade

**Rationale** Currently all classes in 5th grade are full with the maximum allowable number of students based on state guidelines. We would like to add an additional 5th grade teacher to lower class size in the 5th grade. With having a reduced number of 5th grade students in each class, the teachers will be able to better differentiate instruction. Teachers will also be able to monitor their student progress more effectively to intervene and enrich as needed. Additionally, the teachers can focus on developing positive relationships and facilitate social emotional learning.

**Intended Outcome** With the addition of a 5th grade teacher, our goal is to improve 5th grade student learning gains. We would like the scores to increase in 5th grade ELA proficiency from 35% to 50% and in 5th grade Math proficiency from 40% to 50%. We also intend for the learning gains to increase within the lowest 25th percentile from 17% to 60% learning gains in math and from 26% to 50% learning gains in ELA.

**Point Person** Tina Waldrop (tina.waldrop@stjohns.k12.fl.us)

**Action Step**

**Description** Osceola Elementary School will hire an additional 5th grade teacher. The 5th grade teacher would be an additional general education teacher added to the 5th grade. They would be responsible for all academic areas for their students and collaborating with ESE support to ensure students growth. This will significantly decrease class size across the grade level.

**Person Responsible** Tina Waldrop (tina.waldrop@stjohns.k12.fl.us)

**Plan to Monitor Effectiveness**

**Description** We plan to monitor student progress using iReady progress monitoring data throughout the year. Students will be progress monitored three times a year. When reviewing the 5th grade FSA scores, we would like student learning gains in ELA to raise from 35% to 50% and learning gains in math to raise from 40% to 60%.

**Person Responsible** Stephanie Evans (stephanie.evans@stjohns.k12.fl.us)

**Activity #3**

<b>Title</b>	ELA Intervention for the lowest 25% of 4th and 5th grades
<b>Rationale</b>	Currently our learning gains in the lowest 25th percentile for ELA students is 26%. By hiring an Intervention teacher, we will improve ELA learning gains of the lowest 25% in 4th and 5th grades.
<b>Intended Outcome</b>	We will increase FSA ELA lowest 25% gains from 26% to 50%. We will increase ELA proficiency from 51% to 60% proficient. This will result in the learning gains increasing from 35% to 50%.
<b>Point Person</b>	Tina Waldrop (tina.waldrop@stjohns.k12.fl.us)

**Action Step**

<b>Description</b>	Osceola Elementary School will hire an Intervention teacher. The intervention teacher would serve the students in 4th and 5th grade in the lowest 25th percentile. The Intervention Specialist will track data of the lowest 25% in 4th and 5th grade. The Intervention Specialist will coordinate and provided research based intervention for the lowest 25%. Collaboration with the classroom teacher will ensure tier 1, 2, and 3 instruction is differentiated to best meet the needs of the lowest 25%. As a member of the leadership team the Intervention Specialist will work to ensure the school improvement goals are implemented.
<b>Person Responsible</b>	Stephanie Evans (stephanie.evans@stjohns.k12.fl.us)

**Plan to Monitor Effectiveness**

<b>Description</b>	Osceola Elementary School's Leadership Team will monitor student progress using iReady progress monitoring data throughout the year. Students will be progress monitored three times a year. Osceola's 4th and 5th grade students in the lowest 25th percentile in FSA ELA will increase from 26% to 50%. Osceola Elementary School's Leadership Team will also monitor DRA student data throughout the year ensuring that studnets demonstrate growth in Reading.
<b>Person Responsible</b>	Stephanie Evans (stephanie.evans@stjohns.k12.fl.us)

**Activity #4**

**Title** Increase teacher collaboration time

**Rationale** Currently in our school schedule, during resource time not all grade level teachers have common planning. If we add additional staff to assist our PE coach, our PE class hold additional students. By adding a PE paraprofessional to assist the PE coach, all teachers would have common planning time at the same time within each grade level. This would allow for grade levels to work within their collaborative team.

**Intended Outcome** When Osceola Elementary School increases the amount of teacher collaboration and common teacher planning, instruction can be more effectively planned to ensure students meet SMART goals in academic areas. The common planning time will be used for teachers to differentiate instruction as a grade level team and develop and analyze common assessments.

**Point Person** Rebecca Keffer (rebecca.keffer@stjohns.k12.fl.us)

**Action Step**

**Description** We would like for all grade level teachers to have additional team collaboration and planning time. Currently our resource rotation does not have all grade level students attending their resource class unsupervised. By hiring a PE paraprofessional, all students will be supervised and teachers will have common planning and collaboration time.

**Person Responsible** Rebecca Keffer (rebecca.keffer@stjohns.k12.fl.us)

**Plan to Monitor Effectiveness**

**Description** Osceola Elementary School Administrative Team will monitor the increase in teacher collaboration time by reviewing the grade level PLC meeting notes. Grade level team leaders will be required to electronically submit their notes to OneNote.

**Person Responsible** Rebecca Keffer (rebecca.keffer@stjohns.k12.fl.us)

**Activity #5**

<b>Title</b>	Increase student intervention time
<b>Rationale</b>	Currently we are challenged to find class coverage for classes when the substitute position remains unfilled. When a class remains uncovered, students are not learning nor receiving the necessary interventions. Often times intervention staff are required to provide supervision causing a loss in instructional minutes and interrupting the consistency and fidelity of the intervention block.
<b>Intended Outcome</b>	Osceola Elementary School will now be able to maintain the amount of scheduled instructional and intervention time for all students through the use of the substitute teacher.
<b>Point Person</b>	Tina Waldrop (tina.waldrop@stjohns.k12.fl.us)

**Action Step**

<b>Description</b>	Osceola Elementary School will hire a permanent substitute teacher to ensure interventions continue as planned. This position will ensure classroom vacancies are filled with a fulltime Osceola staff member who is familiar with school procedures, classroom routines, curriculum, students, school culture and climate.
<b>Person Responsible</b>	Tina Waldrop (tina.waldrop@stjohns.k12.fl.us)

**Plan to Monitor Effectiveness**

<b>Description</b>	Osceola Elementary School Leadership team will monitor the number of classes covered by the permanent substitute and see a decrease in the number of vacant substitute positions.
<b>Person Responsible</b>	Tina Waldrop (tina.waldrop@stjohns.k12.fl.us)

**Activity #6**

**Title** Improve Student Attendance

**Rationale** Osceola Elementary School has a number of students that are tardy to school and/or absent from school on a regular basis. This causes students to miss valuable instruction and interventions. We will increase the amount of instructional time received by perpetually tardy and absent students by working with families to ensure students arrive to school on time.

**Intended Outcome** The Guidance Counselor will make parent/family contact leading to a decrease in the percentage of students tardy and/or absent.

**Point Person** Tina Waldrop (tina.waldrop@stjohns.k12.fl.us)

**Action Step**

**Description** Osceola Elementary School will hire a part-time Guidance Counselor. The Guidance Counselor will focus on relationships with families and helping those families navigate the issues of why they cannot maintain on-time school attendance. They would work with school, community and district resources to assist these families.

**Person Responsible** Rebecca Keffer (rebecca.keffer@stjohns.k12.fl.us)

**Plan to Monitor Effectiveness**

**Description** The Osceola Elementary School RTI core team meetings will meet weekly to discuss student attendance, discipline and achievement. We will closely monitor the attendance and tardies at these team meetings.

**Person Responsible** Rebecca Keffer (rebecca.keffer@stjohns.k12.fl.us)

### Activity #7

**Title** Provide additional instructional minutes

**Rationale** Based on student assessment scores it is clear that the struggling students will need additional instructional minutes to ensure an increase in learning gains and proficiency in both ELA and Math.

**Intended Outcome** By increasing instructional minutes for struggling students, students will increase proficiency in reading and math.

**Point Person** Rebecca Keffer (rebecca.keffer@stjohns.k12.fl.us)

### Action Step

**Description** Osceola Elementary School will implement a tutoring program for our students that will increase the instructional minutes in math and reading. We will hire instructional staff to give small group and one-on-one instruction in math and reading to struggling students. These students will transition directly from their assigned classroom into their assigned tutoring program. Transportation is provided to ensure student attendance and capture every instructional minute available.

**Person Responsible** Rebecca Keffer (rebecca.keffer@stjohns.k12.fl.us)

### Plan to Monitor Effectiveness

**Description** Osceola Elementary School leadership team will monitor student progress using iReady progress monitoring data throughout the year. Students will be progress monitored three times a year in fall, winter and spring. The teacher created formative assessments will be utilized in an ongoing basis to ensure continuous progress monitoring. The Math Instructional Coach and Literacy Coach will monitor student results of these assessments and provide data analysis to all instructional staff.

**Person Responsible** Rebecca Keffer (rebecca.keffer@stjohns.k12.fl.us)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

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.

a. The school holds multiple family involvement activities throughout the school year such as Dad's Take Your Child to School Day, Muffins for Moms, Tissues and Tea, Grandparents Breakfast, Parent/Teacher

Conferences, Fall Festival, Movie Night, and other events.

b. The school engages the community through our business partner program. Some of our local community agencies are integral in ensuring the basic needs of our students are met.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Guidance services are offered through small group and individual counseling as well as schoolwide and grade level presentations on targeted issues like bullying, career awareness, Character Counts week and personal safety. This helps to ensure the students are making positive connections here at the school. A part-time Guidance Counselor will be added to the staff to help decrease truancy and increase student motivation to arrive at school on time and reduce the loss of instructional minutes. In addition, individual and group counseling is available, based on need, through a district Mental Health Counselor and through Children's Home Society. A school Social Worker assists us with those families/students requiring home visits and assistance in targeting individual needs and strengthening the home-school connection. Osceola is partnering with other businesses/district employees as well as Big Brothers Big Sisters to find positive one on one mentor-ships for our students.

a. Social Emotional Learning Components embedded in the ELA Curriculum.

b. The English Language Arts Curriculum embeds Social Emotional learning components that help students understand how to express themselves appropriately when speaking to peers and adults and empowers students with the confidence to share their learning and needs with others.

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

In the Spring before the beginning of the school year, parents are invited 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. Kindergarten teachers will "screen" our Pre-Kindergarten students as they are registered this spring before starting kindergarten.

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. Incentives will be offered to parents to encourage early registration/screening of these students so that they can be properly placed for the following school year. A transition to middle school SAC meeting is held at the end of every school year. The addition of a Math Instructional Coach will help support and prepare students for their transition to middle school.

5th Grade RJ Murray Visit. 5th Grade Scheduling with Murray Representative. Osceola and Murray representatives meet to hold transition meetings for students with IEPs and EPs.

#### **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.**

Teachers: Provide core instruction, participate in student data collection and implement Tier 2 interventions.

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



Intervention Specialist: Tracks data and provides reseach based intervention of lowest 25%.

Instructional Math Coach: Using observations and teacher need, provides coaching and PD helping teachers implement the best instructional practices to support Math gains. Models math lessons and collaborates with the leadership team. Provides PLC support to collaborative teams.

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

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation;

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted during school, through after-school programs.

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 II funds support the delivery of PD for the 18-19 year.

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

The Title IX District Homeless Liaison provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs: The school offers a non-violence and anti-drug program to students that involve age-appropriate activities.

School-wide behavior plan

EPIC Community Services provides support

Nutrition Programs that partner with the University of Florida Extension program.

Head Start: Osceola has six Head Start/PreK/VPK blended classrooms.

Flagler College/UNF students

Big Brothers/Big Sisters

RSVP Volunteers

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

N/A

## Part V: Budget

Total:	\$352,426.25
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