2013-2014 SCHOOL IMPROVEMENT PLAN

Osceola Elementary School

100 OSCEOLA AVE

Ormond Beach, FL 32176

386-676-1230

http://myvolusiaschools.org/school/ortona/pages/default.aspx

School Demographics

School Type Elementary School	**Title I** Yes	**Free and Reduced Lunch Rate** 72%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 24%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	B	A

SIP Authority and Template

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

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 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

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

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

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

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
Not in DA	N/A	N/A

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
Dr. Mary Ellen Speidel

School Advisory Council chair
Gay Ann Greene

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

Name	Title
Dr. Mary Ellen Speidel	Principal
Shantell G. Adkins	Assistant Principal
Jody L. Whittley	TOA
Gay Ann Greene	Academic Coach
Christopher Bishop	5th Grade Team Leader
Christine Parsons	4th Grade Team Leader
Kim Ellis	3rd Grade Team Leader
Amy Stoner	2nd Grade Team Leader
Kimberly Fischer	1st Grade Team Leader
Julie Via	Kindergarten Team Leader
Paula Belfer	Special Area Team Leader
Debra Todman	ESE Team Leader

District-Level Information

District
Volusia

Superintendent
Dr. Margaret A. Smith

Date of school board approval of SIP
12/10/2013

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 non-employees of the school district. The SAC is composed of the Principal and appropriately balanced number of teachers, education support employees, parents, and

other business and community citizens who are representives of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The School Advisory Council reviews the school data and helps determine instructional focus for our school. They share input into the development of the School Improvement Plan as well as our Parent Involvement Plan. They help monitor that the plan is being implemented throughout the school year by participating in discussions led by subject specific committee chairs during each SAC meeting.

Activities of the SAC for the upcoming school year

* SAC will review Osceola Elementary's school data and will assist in goal making for the SIP/PIP.
* SAC will review Osceola Elementary's Parent Involvement Plan and share input to increase our school's Parent Involvement.
* SAC will review Osceola Elementary's Teacher/Parent/Student Compact.
* SAC will assist in monitoring Osceola Elementary's SIP and suggest changes as needed throughout the school year.

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

School improvement funds will be used to support faculty in the following areas:
professional development ($500.00)
pay for substitute teachers ($500.00)
obtain resource materials ($500.00)
assist with copy center budget ($250.00)

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:

Dr. Mary Ellen Speidel		
Principal	Years as Administrator: 9	Years at Current School: 1

Credentials	Bachelor of Music Education (K-12) Master of Science Varying Exceptionalities (K-12) Educational Specialist in Educational Leadership Doctor of Education in Educational Leadership School Principal All Levels Endorsement: Severe and Profound Disabilities
Performance Record	2013 - A School, (64%R/61%M; 65%R/68%M, 61%R, 60%M) 2012 - B School,(65%R/62%M; 67%R/66%M, 59%R/55%M)* 2011 - A School, AYP 82%(77%R/79%M; 64%R/79%M; 60%R/73%M)* 2010 - A School, AYP 82%(77%R/79%M; 64%R/79%M; 60%R/73%M)* 2009 - A School, AYP 92%(77%R/77%M; 68%R/74%M;70%R/64%M)* 2008 - A School, AYP 90%(77%R/77%M; 66%R/74%M; 60%R/67%M)* 2007 - A School, AYP 95% (79%R/72%M;66%R/71%M)* 2006 - A School, AYP 92%(75%R/70%M;60%R/67%M;55%R/65%M)* 2005 - A School, AYP 97% (77%R/73%M;65%R/68%M;72%R)* *(% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)

Shantell G. Adkins, Sr.		
Asst Principal	Years as Administrator: 8	Years at Current School: 3

Credentials	Bachelor of Science Grades K-6 Master of Science Educational Leadership All Levels
Performance Record	2013 - B School, (61%R/59%M/27%W/68%S; 67%R/78%M; 59%R/83%M)* 2012 - B School, (59%R/50%M/73%W/59%S; 66%R/60%M; 76%R/52% M)* 2011 - A School, AYP 79% (81%R/75%M/69%W/69%S; 67%R/58%M; 59%R/59%M)* 2010 - C School, AYP 82% (62%R/63%M/71%W/40%S; 56%R/67%M; 54%R/79%M)* 2009 - B School, AYP 92% (66%R/61%/92%W/33%S; 57%R/65%M; 57%R/72%M)* 2008 - C School, AYP 78% (61%R/50%M/75%W/22%S; 61%R/64%M; 53%R/69%M)* 2007 - A School, AYP 87% (82%R/71%M/66%W/47%S; 78%R/57%M; 57%R/71%M)* *(% Proficient Reading/Math/Writing/Science; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Gay Ann Greene		
Full-time / School-based	Years as Coach: 0	Years at Current School: 16
Areas	Reading/Literacy, Mathematics, Science, Data	
Credentials	Masters of Science in Education Reading Bachelors of Art in Elementary Education Associate of Arts Elementary Education K-3	

    Performance Record

Classroom Teachers

# of classroom teachers

36

 # receiving effective rating or higher

25, 69%

 # Highly Qualified Teachers

92%

 # certified in-field

36, 100%

 # ESOL endorsed

8, 22%

 # reading endorsed

4, 11%

 # with advanced degrees

18, 50%

 # National Board Certified

2, 6%

 # first-year teachers

2, 6%

 # with 1-5 years of experience

6, 17%

 # with 6-14 years of experience

14, 39%

 # with 15 or more years of experience
16, 44%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # 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. New Teacher Programs (Individualized Professional Development, mentors, peer classroom visits, other site visits), Administration
2. Leadership Opportunities, Administration
3. Professional Development, Administration
4. Professional Learning Activities, Team Leaders, classroom teachers
5. Participation in District Job Fair and Recruitment Activities, Administration

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

Christy Cleckler and Jennifer Lastinger: First year teachers being mentored by the Academic Coach, a highly-effective teacher, as well as District assigned Peer Assistance and Review (PAR teacher) and Coach. Coaching, observations, collaborating lesson planning and Empowering Educator Excellence Program (E3).
Melissa Heller and Lynn Evans is new to the first grade team and is being mentored by Kim Fischer, a highly-qualified first grade teacher. Coaching, observations, collaborative planning if needed.
Christine Parsons and Sharon Dodd is new to the fourth grade team and is being mentored by Alan Canetti, a highly-qualified fourth grade teacher. Coaching, observations, collaborative planning if needed.
Mary Sawyer is new to the third grade team and is being mentored by Kim Ellis, a highly-qualified third grade teacher. Coaching, observations, collaborative planning if needed.

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

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.

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

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.

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

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

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

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

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: 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 second through fourth grade are encouraged to attend CSI (Comprehensive Science Investigation) where they focus on reading, math, and science activities. Third grade students who score a level 1 on FCAT 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 Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Students take pre and post tests to determine effectiveness.

Who is responsible for monitoring implementation of this strategy?

Title I Education Program with Volusia County Schools

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Mary Ellen Speidel	Principal
Jody Whittley	Teacher on Assignment
Ann Greene	Academic Coach
Kathy Sullinger	Guidance
Julie Via	Kindergarten Team Leader

Name	Title
Kim Fischer	First Grade Team Leader
Amy Stoner	Second Grade Team Leader
Kim Ellis	Third Grade Team Leader
Christine Parsons	Fourth Grade Team Leader
Chris Bishop	Fifth Grade Team Leader
Debra Todman	ESE Team Leader
Paula Belfer	Special Area Team Leader

How the school-based LLT functions

The LIteracy Leadership Team meets once a month to discuss school data and to determine needs to be addressed. Then each team leader shares the information with their Professional Leadership Team during their once a week scheduled meeting time. Minutes are generated during Professional Learning Communities and shared via e-mail with identified LLT members to enhance communication and to share school-wide data.

Major initiatives of the LLT

Gradual Release Model
Data Trends
Curriculum Maps to drive instruction
Grading Writing through the use of Holistic and Analytical Writing Rubrics

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

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.

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%	61%	No	69%
American Indian				
Asian				
Black/African American	56%	16%	No	60%
Hispanic	64%	40%	No	68%
White	68%	68%	Yes	72%
English language learners				
Students with disabilities	39%	20%	No	45%
Economically disadvantaged	61%	50%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	29%	31%
Students scoring at or above Achievement Level 4	69	32%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	82	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	18	55%	58%

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)	*[data excluded for privacy reasons]*		76%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		0%	

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	*[data excluded for privacy reasons]*		0%
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%	59%	Yes	63%
American Indian				
Asian				
Black/African American	52%	26%	No	57%
Hispanic	53%	47%	No	57%
White	62%	65%	Yes	66%
English language learners				
Students with disabilities	33%	28%	No	39%
Economically disadvantaged	52%	54%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	32%	34%
Students scoring at or above Achievement Level 4	60	28%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	*[data excluded for privacy reasons]*		0%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

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	22	29%	31%
Students scoring at or above Achievement Level 4	29	39%	40%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	72	16%	14%
Students retained, pursuant to s. 1008.25, F.S.	21	6%	5%
Students who are not proficient in reading by third grade	31	38%	36%
Students who receive two or more behavior referrals	40	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	51	9%	7%

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

Maintain Five Star School Status by continuing consistent parent involvement at all school functions and parent teacher conferences.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Publix Math Night	120	25%	28%
Title I Parent Meeting	100	21%	24%
Parent/Teacher Conferences	NA	NA%	75%

Goals Summary

G1.   Increase student achievement through the implementation of the Gradual Release Model.

Goals Detail

G1. Increase student achievement through the implementation of the Gradual Release Model.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Title I
- Administration/Academic Coach/ISTOA/District Writing Coach/Par Teachers
- Professional Development
- Curriculum Leadership Team
- Professional Learning Communities
- School Advisory Council

Targeted Barriers to Achieving the Goal

- scheduling for Professional Development

Plan to Monitor Progress Toward the Goal

Student achievement will increase in all content areas.

Person or Persons Responsible
Administration, Academic Coach, ISTOA, classroom teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Curriculum Leadership Team/Professional Learning Community minutes and individual teacher conference forms.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase student achievement through the implementation of the Gradual Release Model.

G1.B1 scheduling for Professional Development

G1.B1.S2 Faculty Meetings/District provided early releases Professional Development Days

Action Step 1

Professional Development on Gradual Release Model

Person or Persons Responsible

Administration, Academic Coach, ISTOA

Target Dates or Schedule

October 2, 2013

Evidence of Completion

Sign in sheets

Facilitator:

Administration, Academic Coach, ISTOA

Participants:

All certified educators on staff

Action Step 2

Professional Development on Effective Writing Strategies modeling Gradual Release Model

Person or Persons Responsible

Academic Coach, ISTOA, District Writing Coach

Target Dates or Schedule

October 2013

Evidence of Completion

Sign In sheets

Facilitator:

Academic Coach, ISTOA, District Writing Coach

Participants:

All Classroom Teachers

Action Step 3

Walk-through/observations to view Gradual Release Model being utilized during instruction.

Person or Persons Responsible

Administration, ISTOA, District Writing Coach, Academic Coach

Target Dates or Schedule

October/November/December 2013

Evidence of Completion

Administration Walk-through observations, coaching notes, CLT/PLC minutes

Action Step 4

Team Level/Individual Follow-up/Coaching sessions regarding Gradual Release Model
Implementation

Person or Persons Responsible

ISTOA/Academic Coach

Target Dates or Schedule

Monthly PLC Meetings 2013/2014

Evidence of Completion

PLC/CLT minutes, coaching notes

Action Step 5

Purchase supplementary instructional material that supports Gradual Release Model.

Person or Persons Responsible

Administration, ISTOA, Academic Coach, Classroom Teachers

Target Dates or Schedule

as needed

Evidence of Completion

PLC/CLT minutes, classroom data

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Follow up/Coaching

Person or Persons Responsible

Administration, Academic Coach, ISTOA

Target Dates or Schedule

October-December 2013

Evidence of Completion

PLC/CLT minutes, coaching notes, assessment data, writing samples

Plan to Monitor Effectiveness of G1.B1.S2

Monitoring Student Achievement through district assessments.

Person or Persons Responsible

Administration, Academic Coach, ISTOA, classroom teachers

Target Dates or Schedule

November/December 2013

Evidence of Completion

Curriculum Leadership Team/Professional Learning Communities minutes, individual teacher conference notes.

Coordination and Integration

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

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)

• Academic Coach for the purpose of comprehensive staff development
• Family Center Para-professional who facilitates our extensive parent involvement program
• 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 FCAT 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.

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.

G1. Increase student achievement through the implementation of the Gradual Release Model.

G1.B1 scheduling for Professional Development

G1.B1.S2 Faculty Meetings/District provided early releases Professional Development Days

PD Opportunity 1

Professional Development on Gradual Release Model

Facilitator

Administration, Academic Coach, ISTOA

Participants

All certified educators on staff

Target Dates or Schedule

October 2, 2013

Evidence of Completion

Sign in sheets

PD Opportunity 2

Professional Development on Effective Writing Strategies modeling Gradual Release Model

Facilitator

Academic Coach, ISTOA, District Writing Coach

Participants

All Classroom Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Sign In sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement through the implementation of the Gradual Release Model.	$2,000
	Total	$2,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Technology	Total
Title I	$1,000	$1,000	$2,000
Total	$1,000	$1,000	$2,000

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

G1. Increase student achievement through the implementation of the Gradual Release Model.

G1.B1 scheduling for Professional Development

G1.B1.S2 Faculty Meetings/District provided early releases Professional Development Days

Action Step 2

Professional Development on Effective Writing Strategies modeling Gradual Release Model

Resource Type

Professional Development

Resource

Teacher Resource Materials: Building a Writing Community: A Practical Guide; Razzle Dazzle Writing; substitute teachers

Funding Source

Title I

Amount Needed

$1,000

Action Step 5

Purchase supplementary instructional material that supports Gradual Release Model.

Resource Type

Technology

Resource

Document Cameras for all classrooms

Funding Source

Title I

Amount Needed

$1,000