



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Osteen Elementary School

500 DOYLE RD

Osteen, FL 32764

407-328-5500

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

[defjbambri@volusia.k12.fl.usault.aspx](mailto:defjbambri@volusia.k12.fl.usault.aspx)

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## School Demographics

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**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
74%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
40%

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## School Grades History

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**2013-14**  
C

**2012-13**  
C

**2011-12**  
B

**2010-11**  
A

**2009-10**  
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

Osteen Elementary School

##### Principal

James K. Bambrick

##### School Advisory Council chair

Kami Aronson

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

Name	Title
James K. Bambrick	Principal
Cristina Raimundo	Assistant Principal
Melissa Marple	Academic Coach
Amanda Henson	Kindergarten Teacher
Kelley Tramont	First Grade Teacher
April Martin	Second Grade Teacher
Heather West	Third Grade Teacher
Christine Bumpus	Fourth Grade Teacher
Jennifer Davis	Fifth Grade Teacher
Heidi Corchado	Media Specialist
Naomi Schneider	ESE Support Facilitation

#### 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

Osteen SAC committee is a diversified group of parents, staff, teachers, administration, business partners and community members. Our committee is made up of less than 40% Osteen Elementary School staff. The committee has a chairperson and a secretary.

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

Osteen Elementary SAC committee helps develop the School improvement plan through committee meetings where discussions deal with school data, ideas for improvement, barriers to improvement, and ideas on removing barriers allowing improvement to happen. The committee has a budget that can be used to support programs used in the school toward the goal of improvement.

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

The committee will meet once a month on the second Tuesday to share information. We will put forth multiple surveys to stakeholders to gather information.

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

The committee will use SAC funds to support programs that will improve student achievement in our targeted areas.

**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:**

**James K. Bambrick**

Principal

Years as Administrator: 20

Years at Current School: 1

**Credentials**

Certifications:

Guidance & Counseling

School Principal

Degrees:

B.S. in Education – Florida Atlantic University

M.Ed. in Counseling – Stetson University

Ed.S. in Leadership – Stetson University

**Performance Record**

2012 - C School, (52% R/45% M; 65% R/57% M; 57% R/54% M)

\*\* 2011 - B School, AYP 69% (66% R/61% M; 61% R/65% M; 66% R/65% M)

2010 – B School, AYP 85% (70%R/66%M; 63%R/67%M; 59%R/66%M) 2009 – B School, AYP 64% (65% R/60% M; 64% R/65% M; 66% R/60% M)

\* 2008 – A School, AYP 79% (68% R/63% M; 62% R/63% M; 61% R/61% M)

\* 2007 – B School, AYP 87% (68% R/63% M; 58% R/ 65% M; 62% R/62% M)

\* 2006-B School, AYP 92% (77% R/77% M; 59%R/72%M; 60%R/N/A %M)

\*\*(%Proficient Reading/Math; %Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)

Prior to 2006, I was a highly qualified administrator who continually improved my leadership skills through ongoing professional development. I strove to provide quality leadership and support to my faculty and staff as we worked toward increasing student achievement.



<b>Cristina Raimundo</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
<b>Credentials</b>	Certifications: Teacher Certificate K-6 Educational Leadership B.A --Journalism-- College of Mount Saint Vincent M.S.--Education-- Lehman College M.S.Ed. Educational Leadership---Stetson University	
<b>Performance Record</b>	10-11 Assistant Principal, Osteen Elementary School, A Grade(85% High Standards in reading, 80% high standards in math, 68% Learning gains in reading, 53% learning gains in math, 59% lowest learning gains in math, 59% Lowest 25% gains reading, 54% lowest 25% gains in math), and 97 % of AYP criteria met. 11-12 Assistant Principal, Osteen Elementary School, B grade (67% High Standards in reading, 60% high standards in Math, 58% learning gains in reading, 58% learning gains in Math, 46% lowest 25% gains in reading, 50% lowest gain in Math). 12-13 Assistant Principal, Osteen Elementary School, C Grade (64% high standards in reading, 61% high standards in math, 60% learning gains in reading, 53% lowest 25% gains in reading, 62% learning gains in math, 48% lowest 25% gains in reading).	

**Instructional Coaches**

<b># of instructional coaches</b>	1
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	

<b>Melissa Marple</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy, Mathematics, Science, Data	
<b>Credentials</b>	Master of Education Educational Leadership Bachelor of Science Elementary Education Associate of Arts Educational Leadership, (All Levels) Elementary Education, (grades K-6) Primary Education, (grades K-3)	
<b>Performance Record</b>	N/A	

**Classroom Teachers**

**# of classroom teachers**

42

**# receiving effective rating or higher**

40, 95%

**# Highly Qualified Teachers**

95%

**# certified in-field**

42, 100%

**# ESOL endorsed**

27, 64%

**# reading endorsed**

2, 5%

**# with advanced degrees**

12, 29%

**# National Board Certified**

4, 10%

**# first-year teachers**

1, 2%

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

5, 12%

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

17, 40%

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

19, 45%

**Education Paraprofessionals**

**# of paraprofessionals**

3

**# Highly Qualified**

3, 100%

**Other Instructional Personnel**

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

0

**# 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**

To recruit teachers Osteen follows District recruitment policies and procedures. To retain highly effective teachers Osteen provides one on one time with academic coach, provides on site workshops as well as offsite workshops and fosters a caring dependable environment through PLC and team build activities.

### **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**

At Osteen we are using our ISTOA and academic coach to mentor teachers especially newly hired teachers through informal meeting, classroom visitations, curriculum discussion and PLC meeting with grade level peers. .

### **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**

What is the function and responsibility of each school-based leadership team member as related to the school's 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:** Before or After School Program

**Minutes added to school year:**

Students participate in programs such as homework club, dance club, reading club (KidzLit, ReadingPlus and Reading Counts), sumdog website for math enrichment and arts and craft clubs.

**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?**

Reports are generated through Kidzlit, readingplus, reading counts and sumdog as well as by teachers monitoring homework completion and assessment scores on practiced material.

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

Extended day facilitator and extended day group leaders as well as teachers and administration.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
James Bambrick	Principal
Cristina Raimundo	Assistant Principal
Melissa Marple	Academic Coach
Amanda Henson	Kindergarten Teacher
Kelley Tramont	First grade Teacher
April Martin	2nd Grade Teacher
Carol Martin	2nd Grade teacher
Heather West	3rd Grade Teacher
Christine Bumpus	4th Grade Teacher
Jennifer Davis	5th Grade Teacher
Heidi Corchado	Media Center Teacher
Naomi Schnieder	ESE Teacher

**How the school-based LLT functions**

LLT will meet once a month to discuss leadership concerns, professional development, data disintegration and overall achievement of school population. LLT will provide professional development based on district provided workshops.

**Major initiatives of the LLT**

LLT will work toward school wide common core standards implementation.

**Every Teacher Contributes to Reading Instruction**

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

### **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.

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

#### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

#### **Strategies for improving student readiness for the public postsecondary level**

## 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	74%	64%	No	77%
American Indian				
Asian				
Black/African American	47%	48%	Yes	52%
Hispanic	72%	56%	No	75%
White	79%	72%	No	81%
English language learners	55%	51%	No	60%
Students with disabilities	40%	26%	No	46%
Economically disadvantaged	69%	57%	No	72%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	32%	
Students scoring at or above Achievement Level 4	85	32%	

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	107	60%	
Students in lowest 25% making learning gains (FCAT 2.0)	24	53%	

**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)	33	66%	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	32%	
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	38%	

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	

**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	47	52%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	

**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	66%	61%	No	69%
American Indian				
Asian				
Black/African American	39%	39%	Yes	45%
Hispanic	59%	51%	No	63%
White	70%	70%	Yes	73%
English language learners	48%	51%	Yes	54%
Students with disabilities	34%	21%	No	41%
Economically disadvantaged	60%	58%	No	64%



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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	34%	
Students scoring at or above Achievement Level 4	73	27%	

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	109	62%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	22	48%	

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

**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	17	20%	
Students scoring at or above Achievement Level 4	46	54%	

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Middle School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**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)	5		4
Participation in STEM-related experiences provided for students	532	37%	100%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**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	202	36%	0%
Students retained, pursuant to s. 1008.25, F.S.	7	2%	0%
Students who are not proficient in reading by third grade	31	32%	0%
Students who receive two or more behavior referrals	67	11%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	39	7%	0%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

## 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

OSTEEN ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, James Bambrick, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

#### Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

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

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#### Review Rubric:

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parental involvement program;
- Description of what will be done; and

- Description of the beliefs or value of the LEA.

Review Status: Adequate

Review Comments:

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#### Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Response: Osteen Elementary School Advisory Council (SAC) meets monthly. SAC membership is composed of parents, teachers, staff members and community members as well as Enterprise Administration. Members are elected by their respective group and/or appointed by the Principal. The membership must be composed of at least 51% non-school members. The draft of the State School Improvement Plan (including use of funds), the Parent Involvement Plan, and the Parent Involvement budget are presented in draft form to parents at School Advisory Council Meeting in September or October 2012. Parents, teachers and staff are asked to offer suggestions for utilizing these funds. Suggestion forms are offered to all stakeholders so their suggestions are in writing. Parents are notified that Osteen Elementary is a Title I School at every SAC and PLC meeting as well as stated in the school newsletter each month.

#### Review Rubric:

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- Information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Review Status: Adequate

Review Comments:

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#### Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

##### count Program Coordination

1 Title I, Part C Parent support is offered through migrant services such as translation and food assistance programs. Parental support through parent /kid activity nights and workshops of school success.

2 Title X, Homeless Title X Coordinator as well as our Guidance Counselor provides services to families to ensure that students have school supplies, community resources and transportation.

3 Title III Additional support and resources provided by the school will be discussed with parents during LEP committee meetings. The district ESOL coordinator and staff provide ongoing support and professional development to teachers and paraprofessionals to ensure instruction best practices are utilized. Teachers consistently progress monitor the ELL students to identify specific needs, target interventions/enrichments to ensure the appropriate pathway toward graduation.

4 Title X, Homeless Title X Coordinator provides services to families to ensure that students have school supplies, community resources, and transportation.

5 IDEA Supplemental instruction support provided by the school will be discussed with parents during the development of the students' IEP.

6 Title I, Part A Supplemental tutoring before or after school. Supplemental materials and supplies needed to close the achievement gap. Supplemental funds for on-going staff development as determined by the results of FCAT data.

7 Title II The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

8 Supplemental Academic Instruction The district provides remedial instruction resources to students who fail to meet performance levels.

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Review Rubric:

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

Review Status: Adequate

Review Comments:

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#### Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count Activity/Tasks Person Responsible Timeline Evidence of Effectiveness

1 Develop handouts that address the required documents Principal september, 2013 Copies of Title I handouts

2 Develop ad disseminate invitations to open house/annual Title 1 parent meeting Principal september, 2013 Flyer/Connect Ed Message

3 Advertise/publicize event Principal september, 2013 September newsletter, connect ed message, flyer, Marquee sign, and announcements

4 Develop and print sign in sheets Parent and Paraprofessional September, 2013 Sign in sheets for individual classrooms

5 Maintain Documentation Principal September, 2013 Title I documentation file housed in main office. Documentation shared with Title I.

6 Reminder meeting flyer will be sent home with information pertaining to the annual meeting Parent and Paraprofessional September, 2013 Number of participants

7 Copy of Title I presentation for parents Principal September, 2013 Number of participants

8 Send home Title I handouts to all parents that did not attend Principal September, 2013 Number of participants

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Review Rubric:

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

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#### Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services

related to parental involvement [Section 1118(c)(2)].

Response: The school will offer a flexible number of meetings, such as meetings in the morning, directly afterschool and/or evening, and provide as needed, a means to remove barriers for attendance such as child care.

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Review Rubric:

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

Review Status: Adequate

Review Comments:

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9/20/2013 2:50:54 PM Please include Title I funds, transportation, child care, or home visits, as such services related to parental involvement

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Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement Timeline Evidence of Effectiveness

1 A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress. Administration and grade level PLCs Improve student achievement Fall 2013 Parent Surveys

2 If requested by parents, opportunities for regular meeting to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as possible. General Education Teacher improve student achievement ongoing Parent Surveys

3 Parent Resource Room in Media Center Parent Liason improve student achievement ongoing Parent Surveys

4 Parent volunteer program Parent Liason improve student Achievement ongoing Parent Surveys

5 Mentoring Program Parent Liason/guidance counsler improve student achievement ongoing Parent Surveys

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Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following:
  - o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, Parental involvement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

Review Status: Adequate

Review Comments:

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**Staff Training**

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement  
Timeline Evidence of Effectiveness

1 Faculty meeting training on volunteer program Parent Liason improve student achievement Fall 2013  
teacher survey

2 Monthly Faculty Meetings Principal/AP/Coaches All Academic Areas Monthly during 2013-2014 school  
year Sign in sheets and agendas

3 Collaborative Planning by Grade Level Teams Principal All Academic Areas Weekly for 40 minutes  
during 2013-2014 school year increase in students scores on district assessments in academic areas.  
Agendas and minutes

4 Weekly message to Faculty and staff call the "JB's Notes" Principal All academic areas/teacher  
effectiveness ongoing 2013-2014 school year teacher climate surveys

5 Early release professional development days Principal/AP/Coaches All academic areas/teacher  
effectiveness 8 early release days sign-ins and agendas

6 Presentation of School Improvement Plan and Parent Improvement Plan Principal Set clear goals for  
teachers in regards to academic and parental involvement Fall 2013 Parent and staff feedback

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**Review Rubric:**

- Content and type of activity including the following: Value following:
- Valuing of parental involvement,
- Communicating and working with parents,
- Implementation and coordination of parental involvement program,
- Building ties between home and school,; and
- Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate

Review Comments:

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**Other Activities**

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Osteen will have a parent resource room in the school media center which will be run by the Parent Liason.

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**Review Rubric:**

Strong responses include:

- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

Review Status: Adequate



## Review Comments:

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## Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Convene an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend to inform parents of their school's participation in Title I and to explain the requirements of Title I and the right of parents to be involved. Teachers will hold annual conferences with parents to formulate individual education plans for their children.

## Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

Review Status: Adequate

Review Comments:

## Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Some examples are:

Parent to Kid/Spanish

Conference with translators

Translated newsletters, notes, etc

Connect Ed Messages (Translated)

## Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;

- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

Review Status: Adequate

Review Comments:

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#### Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count Activity Description of Implementation Strategy Person Responsible Anticipated Impact on Student Achievement Timeline

1 Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. Storybook Dress Up Day; Vehicle Day; Career Day School Staff/PTA/Business Partners/Guidance Counselor/Parent Liason Provide a fun, educational alternative to trick or treating for parents and students together; Parents assist with providing educational opportunities involving in college and careers Ongoing 2013-2014

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Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parental involvement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

Review Status: Adequate

Review Comments:

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#### Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Uploaded Document

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Review Rubric:

Review Status: Needs more information or clarification

Review Comments:

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#### Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Uploaded Document

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Review Rubric:

School-Parent Compact must include the following components:

- Description of the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State’s student academic achievement standards;
- Identification of ways parents will be responsible for supporting their children’s learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their child’s classroom; and participating as appropriate in decisions relating to the education of their children and positive use of extracurricular time); and
- Highlight the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact will be discussed as it relates to the individual child’s achievement; Frequent reports to parents on their child’s progress; and Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
- Evidence that parents were involved in the development/revisions to the compact [Section 1118(d), ESEA].

Review Status: Adequate

Review Comments:

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Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

Uploaded Document

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Review Rubric:

Review Status: Adequate

Review Comments:

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Evaluation of the 2012-2013 Parental Involvement Plan

Building Capacity Summary

Provide a summary of activities provided during the 2012-2013 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
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1	A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels the students are expected to meet.	2	524	Improve student achievement
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2	If requested by parents, opportunities for regular meeting to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible.	2	524	improve student achievement
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3	Parent Resource Room in Media Center	168	168	improve student achievement
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4	Parent volunteer program	22	108	improve student Achievement
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5	Mentoring Program	737	42	improve student achievement
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Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants,

and the correlation to student achievement.

Review Status: Adequate

Review Comments:

#### Staff Training Summary

Provide a summary of the professional development activities provided by the school during the 2012-2013 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
-------	------------------------------	----------------------	------------------------	---

1	Presentation of School Improvement Plan and Parent Improvement Plan	2	56	Set clear goals for teachers in regards to academic and parental involvement
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2	Early release professional development days	6	40	All academic areas/teacher effectiveness
---	---	---	----	--

3	Weekly message to Faculty and staff call the "Thoughts of the Week"	36	40	All academic areas/teacher effectiveness
---	---	----	----	--

4	Collaborative Planning by Grade Level Teams	36	40	All Academic Areas
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5	Monthly Faculty Meetings	20	40	All Academic Areas
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6	Faculty meeting training on volunteer program	1	41	improve student achievement
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#### Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

Review Status: Adequate

Review Comments:

#### Barriers

Describe the barriers that hindered participation by parents during the 2012-2013 school year in parental involvement activities. Include the steps the school will take during the 2012-2013 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
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1	parents attending meetings	school provide child care
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2	english language proficiency	provide translator at all events
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3	parent availabililty	varied event times
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4	homeless families	school social worker working with families to provide support
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#### Review Rubric:

Strong responses include:

- Identification of barrier which hindered participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parental involvement policies described in Section 1118.

Review Status: Adequate

Review Comments:

#### Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the 2011-2012

school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)  
 count Content/Purpose Description of the Activity  
 1 Effective Communication positive referral program which recognizes student achievement through parent phone calls.

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**Review Rubric:**

Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.

**Review Status:** Adequate

**Review Comments:**

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**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
increase parental involvement in school activities that will foster school home involvement.	1000	80%	85%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

**G1.** To increase math achievement scores.

**G2.** To increase writing scores.

**G3.**

## Goals Detail

**G1.** To increase math achievement scores.

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

### Resources Available to Support the Goal

- Manipulatives-students will have hands on experiences in the areas of problem solving and number sense.
- Math night-Students and parents engaging in math exploration, problem solving skills and experiences.
- Tutoring-After school tutoring for students
- Technology (Sumdog)-computer programs to practice fluency on math facts and problem solving
- Teachers/PLC-teachers will work together to plan and implement math lessons and center work.

### Targeted Barriers to Achieving the Goal

- Fact fluency

### Plan to Monitor Progress Toward the Goal

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

### Person or Persons Responsible

teacher, academic coach and administration

### Target Dates or Schedule:

every Tuesday during PLC meeting

### Evidence of Completion:

Data wall, pinnacle gradebook

## G2. To increase writing scores.

### **Targets Supported**

- Writing

### **Resources Available to Support the Goal**

- Kathy Robinson writing program
- Teachers/PLC-teachers will work together to plan and implement writing lessons and center work.
- Writefix.com computer program
- district writing experts

### **Targeted Barriers to Achieving the Goal**

- School master schedule doesn't allow for appropriate scheduling of writing blocks for direct instruction.

## **Plan to Monitor Progress Toward the Goal**

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

### **Person or Persons Responsible**

teacher, academic coach and administration

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

every Tuesday during PLC meeting

### **Evidence of Completion:**

Data wall, pinnacle gradebook





**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To increase math achievement scores.

**G1.B1** Fact fluency

**G1.B1.S1** Students will use computer programs such as Sumdog to practice fact fluency

#### **Action Step 1**

Students will use the computer program Sumdog to practice fact fluency with in the classroom, learning lab and at home.

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

All students will have access to a username and password provided by math learning lab teacher.

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

the students can use the program throughout the day in the classroom, at learning lab and at home at a time of their choice.

#### **Evidence of Completion**

Program provides reports showing progress. Teachers will monitor through classroom basic fact drills.

#### **Facilitator:**

Math Lab teacher

#### **Participants:**

All teaching staff and administration

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

Teachers and administration will monitor student usage through data reports and classroom basic fact drills

**Person or Persons Responsible**

teachers and administration

**Target Dates or Schedule**

on going at least monthly

**Evidence of Completion**

printed reports and pinnacle grade book entries

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

Teacher and administration will monitor reports for effectiveness

**Person or Persons Responsible**

math lab teacher

**Target Dates or Schedule**

on going

**Evidence of Completion**

reports

**G2.** To increase writing scores.

**G2.B4** School master schedule doesn't allow for appropriate scheduling of writing blocks for direct instruction.

**G2.B4.S1** To provide time within the school instructional day to teach direct lessons on improving student writing as well as time for students to complete multiple writing prompts for peer and teacher review, feedback and revisions.

**Action Step 1**

revise the master schedule to add specific dedicated time for direct writing instruction

**Person or Persons Responsible**

administration and teacher representative.

**Target Dates or Schedule**

on going dependent upon other curriculum needs.

**Evidence of Completion**

review of schedule at progress report and report card distribution dates.

**Plan to Monitor Fidelity of Implementation of G2.B4.S1**

the schedule will be reviewed on a school wide basis every 4 weeks.

**Person or Persons Responsible**

administration and teacher grade representatives

**Target Dates or Schedule**

every four weeks

**Evidence of Completion**

copies of schedules every four weeks with any necessary revisions highlighted.

## **Plan to Monitor Effectiveness of G2.B4.S1**

analyze student data in writing. (teacher and district writing prompts)

### **Person or Persons Responsible**

teacher, academic coach, and administration

### **Target Dates or Schedule**

every four weeks during PLC meeting times

### **Evidence of Completion**

Data generated from writing prompts which will be scored by at least 2 teachers then added in pinnacle and to the data wall.

## 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:

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Osteen Elementary School include:

- Academic Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teacher to provide interventions for students in need
- Math Intervention Teacher to provide interventions for students in need
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of 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 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 X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

#### Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

#### Nutrition Programs

Osteen Elementary School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness Classes
- Running Club

#### Housing Programs

N/A

#### Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

Osteen Elementary School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

## 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. To increase math achievement scores.

#### G1.B1 Fact fluency

##### G1.B1.S1 Students will use computer programs such as Sumdog to practice fact fluency

#### PD Opportunity 1

Students will use the computer program Sumdog to practice fact fluency with in the classroom, learning lab and at home.

#### Facilitator

Math Lab teacher

#### Participants

All teaching staff and administration

#### Target Dates or Schedule

the students can use the program throughout the day in the classroom, at learning lab and at home at a time of their choice.

#### Evidence of Completion

Program provides reports showing progress. Teachers will monitor through classroom basic fact drills.



## Appendix 2: Budget to Support School Improvement Goals