# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Cypress Elementary School

2251 LAKESIDE DR

Kissimmee, FL 34743

407-344-5000

www.osceola.k12.fl.us

## School Demographics

| | | |
|---|---|---|
| **School Type** | **Title I** | **Free and Reduced Lunch Rate** |
| Elementary School | Yes | 82% |
| **Alternative/ESE Center** | **Charter School** | **Minority Rate** |
| No | No | 93% |

## School Grades History

| 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|---|---|---|---|
| C | C | 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.

## Table of Contents

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

### Part I: Current School Status

Part I 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**

Cypress Elementary School

**Principal**

Randy Shuttera

**School Advisory Council chair**

Tiffany Easton

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

| Name | Title |
|---|---|
| Randy Shuttera | Principal |
| Libby Raymond | Assistant Principal |
| Faith Salvato | Reading Coach |
| Jen Slenk | Math Coach |
| Tanya Acosta | LRS |
| Joyce Meyers | Media Specialist |
| Headley Oliver | Guidance |

#### District-Level Information

**District**

Osceola

**Superintendent**

Mrs. Melba Luciano

**Date of school board approval of SIP**

Pending

### 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

SAC Chair- Tiffany Easton-third grade teacher
Co-Chair- Melanie Crawford- fifth grade teacher
Secretary-Megan Broomfield
Member- Randy Shuttera- Principal
Member-Libby Raymond-Assistant Principal
Member-Susan Compton-Paraprofessional Representative

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

Sac was invited to attend a planning meeting. We then went back to the SAC committee to review the information discussed by staff and asked for additional input. Additional input was added.

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

Monthly meetings are held with the SAC members.

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

No funds received from DOE

**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:**

| Randy Shuttera | | |
|---|---|---|
| Principal | Years as Administrator: 11 | Years at Current School: 1 |

**Credentials**
Masters in Math and Science
Certification in Educational Leadership k-12

**Performance Record**

| Asst Principal | Years as Administrator: | Years at Current School: |
|---|---|---|

**Credentials**

**Performance Record**

### Instructional Coaches

**# of instructional coaches**
2

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

**Instructional Coach Information:**

| **Faith Salvato** | | |
|---|---|---|
| Full-time / District-based | Years as Coach: 3 | Years at Current School: 3 |
| **Areas** | Reading/Literacy | |
| **Credentials** | | |
| **Performance Record** | | |

| | | |
|---|---|---|
| Part-time / District-based | Years as Coach: | Years at Current School: |
| **Areas** | Mathematics | |
| **Credentials** | | |
| **Performance Record** | | |

| **Jen Slenk** | | |
|---|---|---|
| Part-time / District-based | Years as Coach: 1 | Years at Current School: 3 |
| **Areas** | Mathematics | |
| **Credentials** | | |
| **Performance Record** | | |

| **Tanya Acosta** | | |
|---|---|---|
| Part-time / District-based | Years as Coach: 2 | Years at Current School: 3 |
| **Areas** | RtI/MTSS | |
| **Credentials** | | |
| **Performance Record** | | |

**Classroom Teachers**

**# of classroom teachers**
56

**# receiving effective rating or higher**
56, 100%

**# Highly Qualified Teachers**
89%

**# certified in-field**
45, 80%

**# ESOL endorsed**
36, 64%

**# reading endorsed**
5, 9%

**# with advanced degrees**
19, 34%

**# National Board Certified**
0, 0%

**# first-year teachers**
6, 11%

**# with 1-5 years of experience**
13, 23%

**# with 6-14 years of experience**
25, 45%

**# with 15 or more years of experience**
12, 21%

## Education Paraprofessionals

**# of paraprofessionals**
19

**# Highly Qualified**
19, 100%

## Other Instructional Personnel

**# of instructional personnel not captured in the sections above**
2

**# 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**

Administrators are responsible for scanning resumes to interview, hire and retain highly qualified teachers. The district has a plan for recruiting highly qualified teachers. Two personnel are responsible at the district level to recruit highly qualified teachers.

## 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**

Administration designated two teachers, one coach and one administrator for each new hire. These people are responsible for making sure new teachers are informed, supported and aware of information needed to be successful. New teachers then have go to people to meet with when needed. Quarterly events are planned to meet with mentors.

## 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**

We have weekly MTSS meeting where we discuss individual students needs and placement in the Tier's. We hold quarterly progress monitoring meetings with each teacher to discuss all children and make decisions based on data and discussion. We hold weekly meetings to discuss students who appear on our Early Warning Systems Report.

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

Principal: Establishes a focus on data-driven decision making, ensures that the school based team is implementing MTSS, conducts assessments of skills of school staff, ensures implementation of intervention support and documentation, and ensures adequate professional development to support implementation..
Two coaches: Evaluate school core content standards/programs;identifies and analyzes existing literature on scientifically based intervention strategies;assists with the whole school screening using STAR Reading and Star Math and analyzes reports and provides early intervention services for children considered "at risk"; assists in progress monitoring, data collection, and data analysis
School Psychologist: Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; conducts team meetings;manages paperwork;
RTI Coach: MTSS facilitator; participates in collection and analysis of data; facilitates meetings; keeps intervention summary folders; manages MTSS paperwork.

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

The MTSS team meets quarterly with each teacher to discuss each child's progress and placement.The MTSS team also meets weekly to discuss students and make plans for 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**

Baseline data:Progress monitoring with STAR Reading, STAR Math and STAR Early Literacy, ODMS Osceola Data Management System.

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

The MTSS coach and the school psychologist provided training at the beginning of the year. During weekly MTSS meetings the team evaluates additional needs of teachers and staff.

## 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:** Weekend Program

**Minutes added to school year:** 1,920

We offer Saturday school for students in the bottom 25% as given by STAR assessments. Students receive 4 hours of instruction in Reading and Math for 8 Saturdays from October to December.

### Strategy Purpose(s)

- Instruction in core academic subjects

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

Star Data is collected monthly to monitor the progress of students.

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

Libby Raymond

## Literacy Leadership Team (LLT)

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

| Name | Title |
| --- | --- |
| Rosanna Palmer | Chair |
| Fath Salvato | Co-Chair |
| Susan Compton | Paraprofessional |
| Libby Raymond | Assistant Principal |
| Randy Shuttera | Principal |
| Nicole Saslofsky | Teacher |
| Darcell Moore | Teacher |
| Shanita Lloyd | Teacher |
| Ruth Nelson | Prek teacher |
| Rachael Brotman | Teacher |
| Joyce Meyers | Media Specialist |

### How the school-based LLT functions

The LLT meets bi-montly to discuss the needs of our students and plans additional activities to meet those needs.

### Major initiatives of the LLT

Planning family nights such as Pig Out On Reading, Dr. Suess Night, FCAT Night, Book fairs and other Reading activities to expose Cypress Elementary students to literature. The team also discusses the STAR Reading data to determine the needs of our students and develops activities that meet those needs.

## Every Teacher Contributes to Reading Instruction

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

All teachers prepare lesson plans, follow Common Core Standards, and monitor students progress. All teachers also hold PLC meetings including Pe, Music and the Arts in which they have a goal set that is directly connected to the Common Core Standards and student achievement. We are working closely with Essentials teachers through their PLC to ensure integration of the standards in every day lessons.

## 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**

Cypress has a kindergarten visit day for all in house pre-k students. We also hold a Kidergarten Round Up night to invite local Pre-k students and their parents to learn about Kindergarten's expectations. The Pre-K department also works with local Pre-k programs to ensure a successful transition.

## 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 | 63% | 54% | No | 67% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 62% | 46% | No | 66% |
| Hispanic | 62% | 48% | No | 66% |
| White | 81% | 66% | No | 83% |
| English language learners | 53% | 30% | No | 57% |
| Students with disabilities | 55% | 24% | No | 60% |
| Economically disadvantaged | 62% | 48% | No | 66% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 109 | 31% | 36% |
| Students scoring at or above Achievement Level 4 | 88 | 25% | 31% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 50% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 10% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 226 | 65% | 70% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 65 | 75% | 80% |

**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) | 173 | 57% | 60% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 91 | 30% | 40% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 89 | 29% | 35% |

**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. | | | |

## 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 | 62 | 58% | 60% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | 45 | 44% | 50% |

## 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 | 56% | 47% | No | 60% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 52% | 38% | No | 57% |
| Hispanic | 54% | 43% | No | 59% |
| White | 81% | 91% | Yes | 83% |
| English language learners | 49% | 35% | No | 54% |
| Students with disabilities | 53% | 37% | No | 57% |
| Economically disadvantaged | 53% | 41% | No | 58% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | 22% | 30% |
| Students scoring at or above Achievement Level 4 | | 19% | 30% |

### Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | | *[data excluded for privacy reasons]* | 60% |
| Students scoring at or above Level 7 | | *[data excluded for privacy reasons]* | 10% |

### Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | 123 | 59% | 65% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 52 | 64% | 75% |

### Middle School Acceleration

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Middle school participation in high school EOC and industry certifications | | | |
| Middle school performance on high school EOC and industry certifications | | | |

### 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 | | | |
| Students scoring at or above Achievement Level 4 | | | |

## 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 | 26 | 24% | 30% |
| Students scoring at or above Achievement Level 4 | 23 | 21% | 30% |

**Florida Alternate Assessment (FAA)**

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

### Middle School Science

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

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

**Florida Alternate Assessment (FAA)**

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

## Area 5: Science, Technology, Engineering, and Mathematics (STEM)

### All Levels

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---|---|---|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 7 |  | 10 |
| Participation in STEM-related experiences provided for students | 730 | 100% | 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 *accelerated* courses | | | |
| Completion rate (%) for CTE students enrolled in *accelerated* 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 | 47 | 13% | 5% |
| Students retained, pursuant to s. 1008.25, F.S. | 15 | 5% | 5% |
| Students who are not proficient in reading by third grade | 23 | 10% | 5% |
| Students who receive two or more behavior referrals | 9 | 2% | 2% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 29 | 3% | 2% |

### 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

Some targets we have are to involve more parents in student achievement. With a Math, Reading and FCAT night, we hope to get parents involved in academic activities.

### Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Math, Reading, FCAT and Dr. Suess Night | 3 | | |

## Area 10: Additional Targets

### Additional targets for the school

### Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

# Goals Summary

**G1.** Engaging all students with high level, on grade level standards through differentiated instruction based on student needs.

# Goals Detail

**G1.** Engaging all students with high level, on grade level standards through differentiated instruction based on student needs.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Science - Elementary School

### Resources Available to Support the Goal

- Coaches

- Fcat Test Maker- A program used to generate questions for NGSS.

- Benchmark Assessments- Assessments aligned to the standards

- Professional Development- Breaking down the standards

- Common Planning

- PLC's

- Star Assessments- Reading (2-5) and Early Literacy(k-1)

- Kid Biz- A computer based program based on the standards that is prescriptive.

### Targeted Barriers to Achieving the Goal

- Content Knowledge

### Plan to Monitor Progress Toward the Goal

Star Reading, Math and Early Literacy, 4th grade Osceola Writes and 5th grade Science

### Person or Persons Responsible
The Leadership team with monitor for progress.

### Target Dates or Schedule:
4 times a year for Osceola Writes, Star and Early Literacy

### Evidence of Completion:
Student scale score and achievement levels increasing

## Action Plan for Improvement

**Problem Solving Key**

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

**G1.** Engaging all students with high level, on grade level standards through differentiated instruction based on student needs.

**G1.B1** Content Knowledge

**G1.B1.S1** Provide training on content standards.

### Action Step 1

Provide the trainings for teachers

**Person or Persons Responsible**

All teachers and coaches

**Target Dates or Schedule**

1/2 day plannings in the month of October as well as October 24th, 28th and 29th for content knowledge presented to grade level teams by coaches.

**Evidence of Completion**

Lesson plans will be completed after the two week planning period to reflect content knowledge. PLC agenda minutes will reflect planning.

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

Through walkthroughs and assessment data

**Person or Persons Responsible**

Randy Shuttera and Libby Raymond

**Target Dates or Schedule**

Following the training, we will monitor daily.

**Evidence of Completion**

Assessment data, PLC notes and Agendas

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

Walkthroughs, tracking of the EWS weekly during leadership meetings.

**Person or Persons Responsible**

Libby Raymond and Randy Shuttera

**Target Dates or Schedule**

Daily after the training

**Evidence of Completion**

Students will make gains on Assessments.

## 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 1, Pare A: To ensure students requiring additional remediation are assisted;extended learning opportunities, such as before/after school programs, and Saturday and /or summer school, are offered. The district coordinates with Title 1 to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches.

Title 1, part C Migrant: When Migrant children are enrolled at our school, the Title 1 Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contracted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title 1 and other programs to ensure the students needs are met.

Title 1,part D: When neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure the students needs are met.

Title II: Professional is provided for PDA+, Math Solutions, and Marzano Laboratory. It is used to focus on Professional Learning Communities development and facilitation, as well as Lesson Study Group implementation.

Title x: To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and, succeed in our public schools. For students identified as homeless under Mckinney-Vento Act, the liasion provides health and academic referrals as well as vouchers for resources such as, but not limited to, shoes, transportation, and school physicals.

## 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.*

## Appendix 2: Budget to Support School Improvement Goals