Osceola Elementary School

2014-15 School Improvement Plan

Osceola Elementary School

1605 OSCEOLA ELEMENTARY RD, St Augustine, FL 32084

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

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	Yes	70%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	40%

School Grades History

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

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The St. Johns County School District and Osceola Elementary will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

Provide the school's vision statement

Osceola Elementary will be a family of learners offered the opportunities to become successful in academic and social settings. This family will foster a desire for excellence and a passion for lifelong learning by displaying attitudes of respect, responsibility, and compassion for others.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

As an AVID (Advancement Via Individual Determination) school, teachers and students build relationships through interest inventories, discussions of what a good learner looks like, and collaborations to set goals. Students track their progress in meeting those goals throughout the year. Osceola has adopted a new writing program, Being a Writer, which fosters a sense of community and collaboration within the classroom.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Safety patrols
Character Counts programs
Student of the Week
Wildcash (as part of the Osceola Positive Behavior Support)
Green Team
Coach's Boys Club
Girls on the Run
After school Music Clubs
After school Drama Club

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school is a PBIS school. Positive Behavior Interventions and Supports (PBIS) is a nationally recognized process that helps create safer and more effective schools. Through PBIS, teachers and other school staff are taught to focus on improving the ability to teach and support positive behavior for all students. PBIS includes school-wide procedures and processes to help all students and staff in classroom and non-classroom settings.

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

Guidance services are offered through class guidance, small group, and individual counseling as well as schoolwide and grade level presentations on targeted issues like bullying, career awareness, Character Counts week and personal safety. In addition, individual and group counseling is available, based on need, through a district Mental Health Counselor and through Children's Home Society. A school Social Worker assists us with those families/students requiring home visits and assistance in targeting individual needs and strengthening the home-school connection. Osceola is partnering with other businesses/district employees as well as Big Brothers Big Sisters to find positive one on one mentorships for our students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or Mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	12	7	12	5	11	55
One or more suspensions	1	6	0	4	3	5	19
Course failure in ELA or Math	9	11	3	2	5	3	33
Level 1 on statewide assessment	0	0	0	7	17	20	44

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	3	1	4	8	7	27

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

RTI core team identified EWS students (after removing 17 students who are no longer at Osceola due to mobility) as students on RTI plans, 504 plans, and those receiving ESE services.
Strategies employed include:
Intervention block for all students
Title 1 services
Intervention tutors
ESE inclusion with ESE teacher push-in to the classroom
SIPPS program
Tardy Free program

District Behavior Specialist support
Behavior Intervention Coordinator monitors attendance issues and works with parents, district social worker, and Sheriff's office to help families resolve issues leading to poor attendance.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/197989.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Osceola invites local businesses and community organizations to become involved in SAC.
PTO builds and sustains relationships with business partners.
Guidance Counselor builds partnerships with local businesses and organizations to support needs of our students and their families.
Osceola has been adopted by Anchor Faith Church to provide volunteer support and materials support for all our students.
PGA Tour partnership provided supplies and resources for all Osceola families, students and siblings through the Back to School program held at Osceola.
Examples:
Health Department visits
Lion's Club vision screening
weekend food bags from local church
PGA Tour Back to School Day

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Waldrop, Tina	Principal
Peralta, Catherine	Assistant Principal
Fiedler, Erin	SAC Member
Yamnitz, Martha	SAC Member
Reichenberg, Joy	Other
Evans, Stephanie	Instructional Coach

Duties

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Select General Education Teachers (Title I teachers): Provide information about core instruction, participate
in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as coteaching.
Instructional Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

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

development and technical support to teachers and staff regarding data management and display.
Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction.
Title I, Part A:
Title I, Part A Services are provided to ensure students requiring additional remediation are assisted during school, through after-school programs and/or summer school. Parental Involvement is critical to the success of our Title I program. Jointly developed, our school distributes a school parental involvement policy to all families. Parents, teachers and students sign our compact that focuses on shared responsibility for student achievement. These and other aspects of our Title I program are explained at our grade level Annual Title I Curriculum Nights. The district coordinates with Title II and Title III in ensuring staff development needs are provided.
Title I, Part C- Migrant:
Title I, Part C- Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D:
The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II:
The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Title II also provides funding for staff development requests that are supported by our SIP, whether school-wide or smaller grade specific or topic specific PLC's.
Title III:
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless:
The Title X District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Students identified as homeless can be provided bus transportation which allows them to stay at the same school regardless of the location of their current residence. This provides structure and continuity for our children.
Supplemental Academic Instruction (SAI):
Under the SAI umbrella, the personnel will work directly with our lowest achieving 3rd-5th grade students both individually and in small groups. The tutor will work with students in their regular classroom setting or as part of a pull-out program under the direction of our Instructional Coach as part of an FCAT remediation process. The tutor will partner with the classroom teacher to help these students achieve maximum success.
Violence Prevention Programs:
The school offers a non-violence and anti-drug program to students that involve age-appropriate activities. We are continuing a previously initiated an Anti-bullying campaign with Wild Cat Willy, our school mascot, to promote anti-bullying behavior as part of school programs.
Our school-wide Tier I behavior plan includes the 3 step plan, common language and other aspects of Responsibility Training. This year we will continue the PBS program PAWS. This positive behavior approach uses a common language and consistent guidelines across the school campus to increase positive behaviors across the campus and on the school bus. EPIC Community Services provides parent and student support in areas such as violence prevention, anger management and drug related issues.
Nutrition Programs:
Osceola has a partnership with University of Florida Extension program. Programs are presented to

our primary grade classrooms; healthy nutrition materials are provided and utilized in the classroom and the Extension agent presents lessons to designated grade levels.

Housing Programs:

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

Head Start:

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

Other:

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

Mentorships of students are provided through Big Brothers/Big Sisters, district staff and community members. We have many active parents and RSVP (Retired and Senior Volunteer Program) volunteers working in classrooms with our children.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Martha Yamnitz	Teacher
Erin Fiedler	Teacher
Tina Waldrop	Principal
Kathleen Gruman	Teacher
Jose' Carides	Education Support Employee
Sheila Lawshe	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC will review last year's SIP at a SAC meeting during the 2014-2015 school year.

Development of this school improvement plan

Review draft of SIP and provide input and then approval.

Preparation of the school's annual budget and plan

Budget is developed with guidance from district and based on needs of the school based on school improvement data.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Will be decided upon as the need arises in the 2014-2015 SAC meetings.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Waldrop, Tina	Principal
Peralta, Catherine	Assistant Principal
Evans, Stephanie	Instructional Coach
Fiedler, Erin	Other
Reichenberg, Joy	Other
Westover, Becky	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

1. Teachers on each grade level have common planning time
2. ESE teachers and Title One support personnel are an extension of grade level teams. They plan with grade level teams, are in close proximity geographically, and implement "push in" instruction whenever possible.
3. Sunshine Club - acknowledges and supports employees going through significant life events (i.e. - birth of a baby, death of an immediate family member, marriage, etc..)
4. Open door policy with administration
5. Routine classroom walk throughs by administration. Specific feedback and praise are provided in writing and verbally.
6. Elaborate Teacher Appreciation week activities. Hosted in partnership with Osceola's PTO.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

1. Brittany Maronel & Sarah Blevins/ Stephanie Evans- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings; team teaching.
2. Ashley Bohanan & Nancy McManus/ Tina Waldrop- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
3. Jennifer Schofield & Leslie Keller/ Erin Fiedler- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
4. Gina Howard & Lynn Gibson / Catherine Peralta - Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
5. Kirby Quam & Cindy Smeland / Stephanie Evans - Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
6. Amanda Patterson & Jeannie Fouraker / Tina Waldrop - Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
7. Kelsey Peryam & Kim Hinman / Erin Fiedler - Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course.
The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards- based planning and instruction.
In addition to what each teacher is doing to promote learning and measure student performance, District Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.
Administrators meet with teachers in grade level / content area Professional Learning Communities to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their

effectiveness in promoting standards based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level of student mastery of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data and Dialogue Days where district support specialists work with teachers in every subject to target student needs.
Data Chats
Targeted instruction to address student deficiencies - small group setting, intervention block, individualized instruction based on information obtained from assessment data (performance assessments, formative assessment. classroom observations)

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year:

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

Strategy Rationale

Enrichment activities that contribute to a well-rounded education.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Evans, Stephanie, stephanie.evans@stjohns.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

In the Spring, Title I invites the parents of students attending these programs to attend an evening Osceola Family Night. Parents are introduced to our kindergarten faculty, given an opportunity to register their children and enjoy the family event. During the summer, the Title 1 schools conduct an early registration for students off campus at a centrally located facility.

Through Head Start, the parents of our PreK children will have more contact with our school as part of Head Start's Parental Involvement Policies. Kindergarten teachers will "screen" our Pre-Kindergarten students as they are registered this spring. Incentives will be offered to parents to encourage early registration/screening of these students so that they can be properly placed for the following school year.

College and Career Readiness

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

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Through diagnostic assessment data all K-5 students will receive reading interventions based on their individual needs indicated on the assessment results.

G2. All teachers will collaboratively establish expectations of high quality writing instruction and student feedback in all instructional areas and will consistently meet those expectations in their classrooms.

G3. Discipline: Osceola will work to identify students with repeated classroom discipline issues and implement strategies to improve their behavior.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Through diagnostic assessment data all K-5 students will receive reading interventions based on their individual needs indicated on the assessment results. `1a`

🔍 G043190

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	62.0

Resources Available to Support the Goal `2`

- STAR, DRA, FAIR

Targeted Barriers to Achieving the Goal `3`

- Teacher training on the reading assessment.

Plan to Monitor Progress Toward G1. `8`

Diagnostic assessment data will be reviewed to determine growth in the areas earlier identified.

Person Responsible

Stephanie Evans

Schedule

Quarterly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Test data

G2. All teachers will collaboratively establish expectations of high quality writing instruction and student feedback in all instructional areas and will consistently meet those expectations in their classrooms. `1a`

🔍 G037270

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	62.0

Resources Available to Support the Goal `2`

- Being a Writer

Targeted Barriers to Achieving the Goal `3`

- Limited vocabulary

Plan to Monitor Progress Toward G2. `8`

Data collected during the year will include student work samples, formative assessments, and teacher observations.

Person Responsible

Stephanie Evans

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student evidence will be collected and reviewed at planning meetings. During these meetings notes will be collected which will document student progress and determine next steps of intervention.

G3. Discipline: Osceola will work to identify students with repeated classroom discipline issues and implement strategies to improve their behavior. `1a`

🔍 G036253

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	87.0

Resources Available to Support the Goal `2`

- PBS program, Behavior Intervention Coordinator, Wild Cash reward system, Cafeteria and Bus Paws Rewards system, Character Counts! instruction and incentives.

Targeted Barriers to Achieving the Goal `3`

- Parent recognition of the importance of school being a priority and their student's behavior impeding the process of learning for themselves and others.

Plan to Monitor Progress Toward G3. `8`

These goals will be reviewed weekly by Administration, PBS and MTSS teams.

Person Responsible

Faye Jenkins

Schedule

Monthly, from 9/3/2014 to 6/3/2015

Evidence of Completion

Decrease in student discipline incidents. If progress is not made at this time, the team will intensify the plan.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Through diagnostic assessment data all K-5 students will receive reading interventions based on their individual needs indicated on the assessment results. 1

🔑 G043190

G1.B1 Teacher training on the reading assessment. 2

🔑 B105627

G1.B1.S1 Professional development will be provided by all teachers based on their needs so that all teachers are proficient assessing students. 4

🔑 S116926

Strategy Rationale

Teachers must be proficient in administering the assessments.

Action Step 1 5

Teachers will be provided professional development in the proper administration of the diagnostic assessments.

Person Responsible

Erin Fiedler

Schedule

On 10/31/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Literacy coach and Title 1 teacher will meet with classroom teachers to review student assessments.

Person Responsible

Erin Fiedler

Schedule

Quarterly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Assessment data will be collected

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Literacy coach and Title 1 teacher will support the teachers implementing the assessment by attending quarterly meetings.

Person Responsible

Erin Fiedler

Schedule

Quarterly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Grade level meeting minutes

G2. All teachers will collaboratively establish expectations of high quality writing instruction and student feedback in all instructional areas and will consistently meet those expectations in their classrooms. 1

🔑 G037270

G2.B1 Limited vocabulary 2

🔑 B089479

G2.B1.S1 All teachers will utilize the speaking and listening portion of the research based program Being a Writer. 4

🔑 S100174

Strategy Rationale

As students speak and listen to one another with teacher guidance during the speaking and listening portion of Being a Writer students will practice and integrate richer vocabulary into their daily conversations which will impact their ability become better writers.

Action Step 1 5

Teachers will utilize the writing curriculum to implement writing strategies in the classroom every day.

Person Responsible

Stephanie Evans

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increased writing progress monitoring and scores.

Action Step 2 5

Students will participate in after school tutoring that will increase the time exposed to high quality writing instruction.

Person Responsible

Joy Reichenberg

Schedule

Weekly, from 1/13/2015 to 5/14/2015

Evidence of Completion

Writing samples will be used to determine the effectiveness of the tutoring program.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Literacy coach will collaborate with teachers in planning and review student work samples to help grade levels improve student writing.

Person Responsible

Stephanie Evans

Schedule

On 6/4/2015

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Literacy coach and teachers will work together to review student work samples.

Person Responsible

Stephanie Evans

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student evidence will be collected and reviewed at planning meetings. During these meetings notes will be collected which will document student progress and determine next steps of intervention.

G3. Discipline: Osceola will work to identify students with repeated classroom discipline issues and implement strategies to improve their behavior. `1`

🔑 G036253

G3.B1 Parent recognition of the importance of school being a priority and their student's behavior impeding the process of learning for themselves and others. `2`

🔑 B086783

G3.B1.S1 Classroom incentives for appropriate school and classroom behavior, communication with parents and involving parents in the school culture. `4`

🔑 S097488

Strategy Rationale

Parent recognition of the importance of school as a priority and that behavior can impede the process of learning for their student and others.

Action Step 1 `5`

PBS program, School and Classroom incentives, parent involvement activities to increase positive culture, staff development activities to increase teacher proficiency in dealing with behavior issues.

Person Responsible

Faye Jenkins

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Decreased number of student behavior incidents.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

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

Person Responsible

Faye Jenkins

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Decrease in number of discipline incidents.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Weekly reports will be pulled from eschool and reviewed by Intervention Coordinator. Phone calls will be made to parents of students who have received discipline referrals and parent conferences for more that two will be mandatory. School discipline trends will be monitored and addressed in the Administration, MTSS and PBS core team meetings.

Person Responsible

Faye Jenkins

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Decrease in student discipline incidents.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	PBS program, School and Classroom incentives, parent involvement activities to increase positive culture, staff development activities to increase teacher proficiency in dealing with behavior issues.	Jenkins, Faye	8/18/2014	Decreased number of student behavior incidents.	6/4/2015 daily
G2.B1.S1.A1	Teachers will utilize the writing curriculum to implement writing strategies in the classroom every day.	Evans, Stephanie	8/18/2014	Increased writing progress monitoring and scores.	6/4/2015 daily
G1.B1.S1.A1	Teachers will be provided professional development in the proper administration of the diagnostic assessments.	Fiedler, Erin	9/15/2014		10/31/2014 one-time
G2.B1.S1.A2	Students will participate in after school tutoring that will increase the time exposed to high quality writing instruction.	Reichenberg, Joy	1/13/2015	Writing samples will be used to determine the effectiveness of the tutoring program.	5/14/2015 weekly
G1.MA1	Diagnostic assessment data will be reviewed to determine growth in the areas earlier identified.	Evans, Stephanie	10/1/2014	Test data	6/4/2015 quarterly
G1.B1.S1.MA1	Literacy coach and Title 1 teacher will support the teachers implementing the assessment by attending quarterly meetings.	Fiedler, Erin	10/1/2014	Grade level meeting minutes	6/4/2015 quarterly
G1.B1.S1.MA1	Literacy coach and Title 1 teacher will meet with classroom teachers to review student assessments.	Fiedler, Erin	10/1/2014	Assessment data will be collected	6/4/2015 quarterly
G2.MA1	Data collected during the year will include student work samples, formative assessments, and teacher observations.	Evans, Stephanie	8/18/2014	Student evidence will be collected and reviewed at planning meetings. During these meetings notes will be collected which will document student progress and determine next steps of intervention.	6/4/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Literacy coach and teachers will work together to review student work samples.	Evans, Stephanie	8/18/2014	Student evidence will be collected and reviewed at planning meetings. During these meetings notes will be collected which will document student progress and determine next steps of intervention.	6/4/2015 every-2-months
G2.B1.S1.MA1	Literacy coach will collaborate with teachers in planning and review student work samples to help grade levels improve student writing.	Evans, Stephanie	8/18/2014	Student work samples	6/4/2015 one-time
G3.MA1	These goals will be reviewed weekly by Administration, PBS and MTSS teams.	Jenkins, Faye	9/3/2014	Decrease in student discipline incidents. If progress is not made at this time, the team will intensify the plan.	6/3/2015 monthly
G3.B1.S1.MA1	Weekly reports will be pulled from eschool and reviewed by Intervention Coordinator. Phone calls will be made to parents of students who have received discipline referrals and parent conferences for more that two will be mandatory. School discipline trends will be monitored and addressed in the Administration, MTSS and PBS core team meetings.	Jenkins, Faye	8/18/2014	Decrease in student discipline incidents.	6/4/2015 weekly
G3.B1.S1.MA1	Weekly discipline reports will be reviewed in admin meetings and MTSS core meetings.	Jenkins, Faye	8/18/2014	Decrease in number of discipline incidents.	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

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

G1. Through diagnostic assessment data all K-5 students will receive reading interventions based on their individual needs indicated on the assessment results.

G1.B1 Teacher training on the reading assessment.

G1.B1.S1 Professional development will be provided by all teachers based on their needs so that all teachers are proficient assessing students.

PD Opportunity 1

Teachers will be provided professional development in the proper administration of the diagnostic assessments.

Facilitator

Stephanie Evans and Becky Westover

Participants

Classroom teachers and support staff

Schedule

On 10/31/2014

G2. All teachers will collaboratively establish expectations of high quality writing instruction and student feedback in all instructional areas and will consistently meet those expectations in their classrooms.

G2.B1 Limited vocabulary

G2.B1.S1 All teachers will utilize the speaking and listening portion of the research based program Being a Writer.

PD Opportunity 1

Teachers will utilize the writing curriculum to implement writing strategies in the classroom every day.

Facilitator

Stephanie Evans

Participants

All classroom teachers and support staff.

Schedule

Daily, from 8/18/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 2: All teachers will collaboratively establish expectations of high quality writing instruction and student feedback in all instructional areas and will consistently meet those expectations in their classrooms.	10,000
Grand Total	**10,000**

Goal 2: All teachers will collaboratively establish expectations of high quality writing instruction and student feedback in all instructional areas and will consistently meet those expectations in their classrooms.		
Description	**Source**	**Total**
B1.S1.A2 - SAI funds will be used for after school tutoring.	Other	10,000
Total Goal 2		**10,000**