

Osceola Elementary School



2014-15 School Improvement Plan

Osceola Elementary School

100 OSCEOLA AVE, Ormond Beach, FL 32176

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

72%

Alternative/ESE Center

No

Charter School

No

Minority

24%

School Grades History

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

School Board Approval

This plan is pending approval by the Volusia 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

Parents, Teachers, and Community working together will challenge each student to fulfill their potential

Provide the school's vision statement

At Osceola Elementary school parents, teacher and community members all work together to help our student body excel in all subject areas. We strive to offer learning activities for all so that our students can grow to become successful in all their future endeavors.

School Environment

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

Osceola Elementary provides back to school events (Meet Your Teacher/Open House/Title I Parent Night) to help build relationships between teachers and students. In addition, each classroom teacher conducts various "getting to know you" activities during the first week of school to build relationships with the student body. Lastly, Osceola offers a mentoring program in which identified students are provided an adult mentor to help increase academic achievement as well as classroom behavior.

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

The School Culture Committee reviews and develops processes and procedures intended for all student and staff, in all settings across our campus which promotes positive behavior and builds a school community based upon safety and responsibility.

School administration, as well as identified instructors, provide effective monitoring of our campus throughout the school day. Through this visibility, the students always have access to an adult as needed and feel free to express any concerns.

Our school guidance counselor conducts whole class and small group lessons on topics as determined by our once-a-month school data analysis conducted by our School Culture Committee. In addition, our guidance counselor will offer individual counseling on an as needed or identified basis including incidences requiring immediate intervention.

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

School rules and procedures are reviewed and determined by the School Culture Committee (SCC) based upon school behavioral data and are implicitly taught and reinforced throughout the school year by the classroom teachers as well as our Guidance Counselor. The SCC includes: Guidance Department, Administration, Exceptional Services Department, Classroom Teachers, Special Area Teachers. Our SCC also determines and implements school wide incentive programs to reinforce positive behaviors within all settings found on an elementary campus.

Instructional time is a priority at Osceola Elementary School and is protected by our administration team, which is evidenced by the school infrastructure regarding student and parent accountability for

absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

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

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

All students are screened quarterly for behavioral and social-emotional issue through the electronic report card. Through the screening, the school is able to disaggregate data to determine if individual students, classrooms, teachers, grade levels or school would benefit from targeted interventions to address specific behavioral and socio-emotional areas. Student Services personnel (i.e. school psychologist, school counselor, and school social worker) provide direct and indirect evidenced-based supports to students identified through the screening measure.

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 available at the school site.

Description

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

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 Elementary School builds and sustains partnerships with the local community by holding the following events:

- * Meet the Teacher-we invite various extended day providers to set up a booth to share information
- * Open House-our PTA sets up a booth to promote membership amongst parents, grandparents, business partners and community members
- * Art Night-our school partners with a local art museum to offer a night filled with fun art activities for our students as well as promote other art related experiences in the community
- *Volunteer/Business Partner appreciation breakfast-Osceola offers a breakfast to thank all our parents, grandparents, business partners, and community members who have supported our school throughout the school year

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
Swayze, Douglas	Assistant Principal
Green, Gay	Instructional Coach
Sheffield, Susan	Instructional Coach
Sullinger, Kathy	Guidance Counselor

Duties

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

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.

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

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 Rtl 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.

Title I, Part A

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

Programs supported by Title I at Osceola Elementary School include: (please customize this from your budget sheet)

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

- Supplemental Tutoring after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C-Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title VI, Part B

Title X Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs: (Add/Delete from suggested list below – must be specific to your school)

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program
- Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

Nutrition Programs

Osceola Elementary School offers a variety of nutrition programs including: (Add/Delete from suggested list below – must be specific to your school)

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes

- Personal Fitness classes
 - Running Club
- Housing Programs

N/A

Head Start

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

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Gay Ann Greene	Teacher
Meredith Gilbert	Teacher
Chris Bishop	Teacher
Sherwood Keck	Education Support Employee
Dr. Mary Ellen Speidel	Principal
Tina Spada	Parent
Jennifer Marshall	Parent
Ruby Clements	Parent
Allison Gartrell	Parent
Michael Anton	Parent
Beckie Greene	Business/Community
Lindsay Beach	Parent
Cathy Esser	Parent

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

In order to begin evaluating the effectiveness of the 2013-2014 School Improvement Plan, first our school faculty met to analyze our 2013-2014 FCAT data to identify strengths and weaknesses. Then, our school leadership team (CLT) met to engage Step Zero. Our leadership team then shared the results with our school faculty, as well as the School Advisory Council to receive input.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

Osceola Elementary School's annual SAC budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending, and progress indicators are at monthly SAC meetings.

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

School improvements funds are allocated based on requests submitted by the faculty and staff for projects related to support our school improvement goals. Each request is evaluated by the SAC team and voted upon for approval.

- * professional development (\$500.00)
- * pay for substitute teachers (\$500.00)
- * obtain resource materials (\$500.00)
- * assist with copy center budget (\$250.00)

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
Speidel, Mary	Principal
Swayze, Douglas	Assistant Principal
Green, Gay	Instructional Coach
Sheffield, Susan	Instructional Coach
Via, Julie	Teacher, K-12
Fischer, Kim	Teacher, K-12
Stoner, Amy	Teacher, K-12
Halter, Debbie	Teacher, K-12
Parsons, Chrissy	Teacher, K-12
Treur, Deb	Teacher, K-12
Anton, Jennifer	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Osceola's Literacy Leadership Team (LLT) identifies school based resources (both materials and personnel) to determine the continuum of literacy supports available to students at our school. The LLT meets once a month on a Wednesday for 60 minutes. The LLT chair provides an agenda and facilitates the meeting. LLT members responsibilities include: attend all meetings to review data, share literacy strategies presenting with their PLC, assist with development of classroom implementation strategies, and super vise and support school-wide waiting initiative and implementation of Florida Standards.

Our school-wide literacy initiative's main focus is to support reading and writing in every classroom in all subject areas. This year's focus will to support our teachers as we continue to implement our school-wide writing initiative. Each academic coach is responsible for providing PD in their respective core areas: reading, writing, science, math, and social studies. All other LLT members will be responsible for introducing strategies to their respective grade level teams during Professional Learning Communities as well as during common planning time.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This eyar we will sponsor two Scholastic book fairs: one in September and one during our school carnival. The LLT will also support other evening events creating to promote literacy such as Bingo for Books, Family Reading night, and Dr. Seuss Night.

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

Common planning, Professional Learning Communities (PLC's), and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers. Common planning allows our teachers time to participate in weekly collaboration where they review formative assessment data, plan for and adjust their instruction accordingly. When necessary, common planning members make recommendation for students to be reviewed and assisted by the school's Problem-Solving Team (PST). In addition, teachers participate in Professional Learning Communities (PLCs) twice a month. Through the PLC structure, Osceola teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a

reflective dialogue to deepen shared language and understanding of instructional practices. Action plans created in PLC meetings are submitted bi-weekly to administration for monitoring purposes. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback on any Lesson Study experiences.

The use of academic coaches to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk thoughts, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets once a week to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits from peer teachers. The coaches work side by side with teachers to enhance instruction.

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

1. New Teacher Programs: District E3, Individualized PD, mentors, peer classroom visits (Administration)
2. Leadership Opportunities (Administration)
3. Professional Development (School-based Leadership Teams)
4. PLC Activities (PLCs)
5. Participation in District Job Fair and Recruitment Activities (Administration)
6. Teacher recognition programs (Administration)

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

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. In addition, school-based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC.

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

The district of Volusia County leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in all courses. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs), Lesson Studies and coaching help ensure that instruction is aligned to the Florida Standards, well-paced, engaging, and rigorous.

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

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data

is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside academic coaches, create targeted instruction lessons during PLCs. Students requiring intensive remediation receive additional support from academic coaches, mentors, and student tutors. When necessary, PLCs make recommendations for students to be reviewed and assisted by the School's Culture Committee (SCC) or Problem-Solving Team (PST). Additionally, grade level common planning meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility. The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walkthroughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes coaches) meets once a week to discuss what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purposes of videotaping or allowing class visits. Instructional coaches work side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is common practice on our campus.

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: Summer Program

Minutes added to school year: 5,760

Students are provided with opportunities to attend multiple summer school programs to prevent the summer slide. Students in Kindergarten and First grade are encouraged to attend Sea lab. Students in second through fourth grade are encouraged to attend CSI (Comprehensive Science Investigation) where they focus on reading, math, and science activities. Third grade students who score a level 1 on FCAT reading, are required to attend Third Grade Reading Camp to increase their reading proficiency. Summer programs are also offered for ESE and ESOL students depended on their IEP or LEP status.

Strategy Rationale

Extended school year can help struggling students make achievement gains when they are able to receive additional instruction in reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Green, Gay, gagreene@volusia.k12.fl.us

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

SAT 10 data, reading portfolio data

Strategy: Weekend Program

Minutes added to school year: 720

Saturday Science Camp-Targeted students (Fifth Grade students) receive three hours of additional science instruction with hands-on science lessons focusing on identified science standards for four Saturdays during the school year.

Strategy Rationale

Additional instructional time is needed to foster a deeper understanding of science content.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sheffield, Susan, shsheffi@volusia.k12.fl.us

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

Science SMT data, Volusia Science Test (VST) data

Strategy: After School Program

Minutes added to school year: 1,800

Kidzone Tutoring Program: Targeted students (Level 2 or 3) receive either reading or math tutoring twice each week for 60 minutes each time. Tutoring continues through out the school year.

Strategy Rationale

Tutoring can help struggling students make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Green, Gay, gagreene@volusia.k12.fl.us

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

SMT data, Volusia Literacy Test data, Volusia Mathematics Test data, Volusia Science Test data, FAIR-FS data

Strategy: After School Program

Minutes added to school year: 1,800

Targeted students (Level 1 FCAT students) receive either reading or math tutoring twice each week for 60 minutes each time. Tutoring continues through out the school year.

Strategy Rationale

Tutoring can help struggling students make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bishop, Christopher, cmbishop@volusia.k12.fl.us

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

SMT data, Volusia Literacy Test data, Volusia Mathematics Test data, Volusia Science Test data, FAIR-FS data

Strategy: After School Program

Minutes added to school year: 1,080

Professional Learning Communities (PLC's) meet for the purpose of data analysis and response, intervention planning, as well as professional development for 1 hour every other week.

Strategy Rationale

PLC's encourage teacher teams to engage in data analysis and problem-solving for the purpose of meeting students academic needs as a team.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Speidel, Mary, mspeidel@volusia.k12.fl.us

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

SMT data, Volusia Literacy Test data, Volusia Mathematics Test data, Volusia Science Test data, FAIR-FS data

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

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.
- * Osceola Elementary invites incoming kindergarten students to a Kindergarten Orientation Day in the month of may in which the student gets to visit a kindergarten classroom for 30 minutes and participate in a traditional teacher led activity. During this event, the parents participate in a information talk about the expectations of kindergarten.
- * Osceola Elementary provides our outgoing Fifth grade students with an informational pamphlet to help them better prepare for middle school.

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

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

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

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

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. To increase student achievement by emphasizing literacy across all content areas.

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. To increase student achievement by emphasizing literacy across all content areas. 1a

G040883

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	65.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	70.0
FSA - Mathematics - Proficiency Rate	60.0
Math Gains	65.0
Math Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	65.0

Resources Available to Support the Goal 2

- Title I Funding
- People: Administration, School-based Leadership Team, Curriculum Leadership Team, Academic Coaches, District Writing Coach, Par Teachers, Volunteers, School Advisory Council, PTA, Media Specialist, Media Clerk, Singapore Math Trained Teachers
- Professional Development: District provided Professional Development, School based Professional Development
- Planning: Common Planning Time, Grade level Professional Learning Communities, Subject Level Professional Learning Communities
- Technology: iPad carts, Macbooks, Waterford, Safari Montage, BrainPop, Mobile Laptop Lab, Edmodo, FCAT Explorer, Reading Counts, Eduphoria, Pinnacle Gradebook, Sum Dog, The Happy Scientist,
- Tutoring: STARR Tutoring/Kid Zone Tutoring/Summer Reading Camp/ Summer CSI/Sea Lab, Great Kids tutoring program, Saturday Science Camp
- Instructional: Curriculum Maps, Being A Writer, SIPPS, Lakeshore Math Manipulatives, Science probes, AIMS, CPALMS, Teacher Book Room,
- Data Room
- Parent Education: Meet the Teacher, Open House, Bingo for Books, Family Literacy Night, Science Night, Parent to Kids, Publix Math Night, Osceola Writes Night,

Targeted Barriers to Achieving the Goal 3

- Lack of resources for effective literacy instruction of the Florida Standards in all content areas.
- Lack of time for effective curriculum planning/professional development to support level of literacy instruction across the content areas needed for student mastery of Florida Standards.
- Difficulty differentiating instruction in all content areas due to vast student needs, lack of time, and varying skill levels of teachers.

Plan to Monitor Progress Toward G1. 8

Student achievement will increase in all content areas.

Person Responsible

Gay Green

Schedule

Quarterly, from 10/13/2014 to 6/5/2015

Evidence of Completion

Curriculum Leadership Team/Professional Learning Community minutes and individual teacher conference forms, FAIR-FS data, District Assessment data, Pinnacle Grade Book

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. To increase student achievement by emphasizing literacy across all content areas. **1**

 G040883

G1.B1 Lack of resources for effective literacy instruction of the Florida Standards in all content areas. **2**

 B099150

G1.B1.S1 Teachers will participate in a resources available/needs assessment discussions during their grade level common planning time to identify additional resources needed to teach literacy effectively across the content areas. These lists will be shared with the CLT who will determine resources to be purchased to impact student achievement. **4**

 S110445

Strategy Rationale

All teachers need ample resources to instruct effectively in all content areas.

Action Step 1 **5**

Grade level teams will participate in content needs assessment discussions during grade level professional learning communities and content professional learning communities and list resources needed. These lists will be shared with the administrative team.

Person Responsible

Gay Green

Schedule

Monthly, from 9/29/2014 to 5/25/2015

Evidence of Completion

Professional Learning Communities conference notes

Action Step 2 5

Curriculum Leadership Team will review grade level needs assessment lists to determine resources to be purchased.

Person Responsible

Mary Speidel

Schedule

On 10/3/2014

Evidence of Completion

CLT minutes

Action Step 3 5

Identified resources will be purchased to assist with literacy instruction across the content areas.

Person Responsible

Gay Green

Schedule

On 10/6/2014

Evidence of Completion

Title I requisition forms

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

Academic coaches will be included in the resources available/needs assessment discussions as well as Curriculum Leadership team meetings.

Person Responsible

Susan Sheffield

Schedule

On 9/19/2014

Evidence of Completion

Grade level minutes, CLT minutes

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

Teachers will use the new resources to implement effective literacy instruction across the content areas.

Person Responsible

Susan Sheffield

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

PLC minutes, CLT minutes, Administrative walk throughs, coaching observations

G1.B2 Lack of time for effective curriculum planning/professional development to support level of literacy instruction across the content areas needed for student mastery of Florida Standards. 2

 B099153

G1.B2.S1 Provide professional development/PLC/additional planning time on early release days, during faculty meetings, during common planning times, during the school day and on select Saturdays. 4

 S117664

Strategy Rationale

Providing time for professional development, professional learning communities, and additional planning for our teachers during times that we have available will help increase student achievement.

Action Step 1 5

Teachers will participate in four early release day professional development trainings on ways to differentiate instruction within the content areas.

Person Responsible

Mary Speidel

Schedule

Every 2 Months, from 9/15/2014 to 5/6/2015

Evidence of Completion

Sign in sheets, administrative walk through, coaches observations

Action Step 2 5

Teachers will participate in four early release day professional development trainings on effective ways to integrate literacy instruction in the content areas.

Person Responsible

Gay Green

Schedule

Every 2 Months, from 9/3/2014 to 5/6/2015

Evidence of Completion

Sign in sheets, administrative walk through, coaching observations

Action Step 3 5

Provide teachers with half-day subs quarterly so they may participate in grade level curriculum planning across the content areas.

Person Responsible

Gay Green

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Sign in sheets, grade level common lesson plans, administrative walk through, coaching observations

Action Step 4 5

Teachers will participate in 10 minute professional development sessions during monthly faculty meetings targeting what effective teachers do to impact student achievement.

Person Responsible

Gay Green

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, administrative walk through, coaching observations

Action Step 5 5

Teachers will participate in grade level Professional Learning Communities once a month to collaborate about grade level content area data, to complete grade level needs assessments, discuss common formatives and summatives, and share ways to differentiate instruction.

Person Responsible

Mary Speidel

Schedule

Monthly, from 9/22/2014 to 6/1/2015

Evidence of Completion

PLC Conference Notes, administrative walk through, coaching observations

Action Step 6 5

Teachers will participate in content area Professional Learning Communities once a month to collaborate about content specific data, conduct school wide needs assessment, and plan a course of action to address school wide content specific needs.

Person Responsible

Mary Speidel

Schedule

Monthly, from 9/29/2014 to 6/1/2015

Evidence of Completion

PLC Conference Notes, administrative walk through, coaching observations

Action Step 7 5

Provide teachers with optional professional development/professional learning communities/strategic curriculum planning time on select Saturdays throughout the school year.

Person Responsible

Schedule

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

Evidence of Completion

Sign in sheets, administrative walk through, coaching observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration/Academic Coaches will conduct weekly walk throughs of each classroom to ensure implementation strategies introduced during professional development is being implemented in the classrooms and academic coaches will provide follow up professional development as needed.

Person Responsible

Douglas Swayze

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Administrative walk throughs, coaching observations.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Team leaders and SAC committee chairs will monitor the effectiveness of our professional development through their monthly grade level/content specific Professional Learning Communities data chat.

Person Responsible

Susan Sheffield

Schedule

Monthly, from 9/22/2014 to 5/25/2015

Evidence of Completion

PLC minutes, CLT minutes, individual teacher conference notes

G1.B3 Difficulty differentiating instruction in all content areas due to vast student needs, lack of time, and varying skill levels of teachers. **2**

 B106364

G1.B3.S1 Teachers will participate in different professional development opportunities on how to most effectively infuse reading and writing activities across the content areas as well as how to meet the needs of all learners. **4**

 S117667

Strategy Rationale

Due to the varying skill levels amongst our instructional staff, it is import that we provide common professional development opportunities to all utilizing our more experienced teacher's skills.

Action Step 1 **5**

All teachers will participate in Response to Literature Professional Development.

Person Responsible

Gay Green

Schedule

On 11/20/2014

Evidence of Completion

Sign in sheets, administrative walk throughs, coaching follow-up observations

Action Step 2 **5**

Identified teachers will be given the option to participate in Champs Trainings provided by the District.

Person Responsible

Gay Green

Schedule

On 6/5/2015

Evidence of Completion

Sign in sheets, administrative walk throughs, coaching follow-up observations

Action Step 3 5

All teachers will participate in a Science curriculum map/standards overview professional development.

Person Responsible

Susan Sheffield

Schedule

On 9/15/2014

Evidence of Completion

Sign in sheets, coaching follow-up observations, administrative walk throughs

Action Step 4 5

All teachers will participate in a math curriculum map overview professional development.

Person Responsible

Susan Sheffield

Schedule

On 9/3/2014

Evidence of Completion

Teacher lesson plans, administrative walk throughs, coaching follow up observations.

Action Step 5 5

All teachers will participate in a Problem Solving Team (PST) update training.

Person Responsible

Douglas Swayze

Schedule

On 10/13/2014

Evidence of Completion

PST online documents, grade level PLC minutes

Action Step 6 5

All teachers will participate in a Lakeshore Learning Materials/Math Curriculum Map Strategic Planning Professional Development.

Person Responsible

Susan Sheffield

Schedule

On 10/1/2014

Evidence of Completion

Sign in sheets, coaching follow up observations, Administrative Walk Throughs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration/Academic Coaches will conduct weekly walk throughs of each classroom to ensure implementation strategies introduced during professional development is being implemented in the classrooms and academic coaches will provide follow up professional development as needed.

Person Responsible

Douglas Swayze

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Administrative walk throughs, coaching observations,

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Team leaders and SAC committee chairs will monitor the effectiveness of our professional development through their monthly grade level/content specific Professional Learning Communities data chat.

Person Responsible

Susan Sheffield

Schedule

Monthly, from 9/1/2014 to 5/25/2015

Evidence of Completion

PLC minutes, CLT minutes, individual teacher conference notes

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
G1.B1.S1.A1	Grade level teams will participate in content needs assessment discussions during grade level professional learning communities and content professional learning communities and list resources needed. These lists will be shared with the administrative team.	Green, Gay	9/29/2014	Professional Learning Communities conference notes	5/25/2015 monthly
G1.B2.S1.A1	Teachers will participate in four early release day professional development trainings on ways to differentiate instruction within the content areas.	Speidel, Mary	9/15/2014	Sign in sheets, administrative walk through, coaches observations	5/6/2015 every-2-months
G1.B3.S1.A1	All teachers will participate in Response to Literature Professional Development.	Green, Gay	11/20/2014	Sign in sheets, administrative walk throughs, coaching follow-up observations	11/20/2014 one-time
G1.B2.S1.A2	Teachers will participate in four early release day professional development trainings on effective ways to integrate literacy instruction in the content areas.	Green, Gay	9/3/2014	Sign in sheets, administrative walk through, coaching observations	5/6/2015 every-2-months
G1.B1.S1.A2	Curriculum Leadership Team will review grade level needs assessment lists to determine resources to be purchased.	Speidel, Mary	9/7/2014	CLT minutes	10/3/2014 one-time
G1.B3.S1.A2	Identified teachers will be given the option to participate in Champs Trainings provided by the District.	Green, Gay	12/1/2014	Sign in sheets, administrative walk throughs, coaching follow-up observations	6/5/2015 one-time
G1.B2.S1.A3	Provide teachers with half-day subs quarterly so they may participate in grade level curriculum planning across the content areas.	Green, Gay	10/1/2014	Sign in sheets, grade level common lesson plans, administrative walk through, coaching observations	5/1/2015 quarterly
G1.B1.S1.A3	Identified resources will be purchased to assist with literacy instruction across the content areas.	Green, Gay	10/6/2014	Title I requisition forms	10/6/2014 one-time
G1.B3.S1.A3	All teachers will participate in a Science curriculum map/standards overview professional development.	Sheffield, Susan	9/15/2014	Sign in sheets, coaching follow-up observations, administrative walk throughs	9/15/2014 one-time
G1.B2.S1.A4	Teachers will participate in 10 minute professional development sessions during monthly faculty meetings targeting what effective teachers do to impact student achievement.	Green, Gay	9/1/2014	Sign in sheets, administrative walk through, coaching observations	6/5/2015 monthly
G1.B3.S1.A4	All teachers will participate in a math curriculum map overview professional development.	Sheffield, Susan	9/3/2014	Teacher lesson plans, administrative walk throughs, coaching follow up observations.	9/3/2014 one-time
G1.B2.S1.A5	Teachers will participate in grade level Professional Learning Communities once a month to collaborate about grade level content area data, to complete grade level needs assessments, discuss common formatives and summatives, and share ways to differentiate instruction.	Speidel, Mary	9/22/2014	PLC Conference Notes, administrative walk through, coaching observations	6/1/2015 monthly
G1.B3.S1.A5	All teachers will participate in a Problem Solving Team (PST) update training.	Swayze, Douglas	10/13/2014	PST online documents, grade level PLC minutes	10/13/2014 one-time
G1.B2.S1.A6	Teachers will participate in content area Professional Learning	Speidel, Mary	9/29/2014	PLC Conference Notes, administrative walk through, coaching observations	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Communities once a month to collaborate about content specific data, conduct school wide needs assessment, and plan a course of action to address school wide content specific needs.				
G1.B3.S1.A6	All teachers will participate in a Lakeshore Learning Materials/Math Curriculum Map Strategic Planning Professional Development.	Sheffield, Susan	10/1/2014	Sign in sheets, coaching follow up observations, Administrative Walk Throughs	10/1/2014 one-time
G1.B2.S1.A7	Provide teachers with optional professional development/professional learning communities/strategic curriculum planning time on select Saturdays throughout the school year.		9/6/2014	Sign in sheets, administrative walk through, coaching observations	6/6/2015 monthly
G1.MA1	Student achievement will increase in all content areas.	Green, Gay	10/13/2014	Curriculum Leadership Team/ Professional Learning Community minutes and individual teacher conference forms, FAIR-FS data, District Assessment data, Pinnacle Grade Book	6/5/2015 quarterly
G1.B1.S1.MA1	Teachers will use the new resources to implement effective literacy instruction across the content areas.	Sheffield, Susan	10/1/2014	PLC minutes, CLT minutes, Administrative walk throughs, coaching observations	6/5/2015 weekly
G1.B1.S1.MA1	Academic coaches will be included in the resources available/needs assessment discussions as well as Curriculum Leadership team meetings.	Sheffield, Susan	9/19/2014	Grade level minutes, CLT minutes	9/19/2014 one-time
G1.B2.S1.MA1	Team leaders and SAC committee chairs will monitor the effectiveness of our professional development through their monthly grade level/content specific Professional Learning Communities data chat.	Sheffield, Susan	9/22/2014	PLC minutes, CLT minutes, individual teacher conference notes	5/25/2015 monthly
G1.B2.S1.MA1	Administration/Academic Coaches will conduct weekly walk throughs of each classroom to ensure implementation strategies introduced during professional development is being implemented in the classrooms and academic coaches will provide follow up professional development as needed.	Swayze, Douglas	9/1/2014	Administrative walk throughs, coaching observations.	6/5/2015 weekly
G1.B3.S1.MA1	Team leaders and SAC committee chairs will monitor the effectiveness of our professional development through their monthly grade level/content specific Professional Learning Communities data chat.	Sheffield, Susan	9/1/2014	PLC minutes, CLT minutes, individual teacher conference notes	5/25/2015 monthly
G1.B3.S1.MA1	Administration/Academic Coaches will conduct weekly walk throughs of each classroom to ensure implementation strategies introduced during professional development is being implemented in the classrooms and academic coaches will provide follow up professional development as needed.	Swayze, Douglas	9/1/2014	Administrative walk throughs, coaching observations,	6/5/2015 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 Opportunities

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

G1. To increase student achievement by emphasizing literacy across all content areas.

G1.B2 Lack of time for effective curriculum planning/professional development to support level of literacy instruction across the content areas needed for student mastery of Florida Standards.

G1.B2.S1 Provide professional development/PLC/additional planning time on early release days, during faculty meetings, during common planning times, during the school day and on select Saturdays.

PD Opportunity 1

Teachers will participate in four early release day professional development trainings on ways to differentiate instruction within the content areas.

Facilitator

District Personnel, Academic Coaches, Administrative Team

Participants

All instructional staff

Schedule

Every 2 Months, from 9/15/2014 to 5/6/2015

PD Opportunity 2

Teachers will participate in four early release day professional development trainings on effective ways to integrate literacy instruction in the content areas.

Facilitator

District Personnel, Academic Coaches, Administrative Team

Participants

All instructional staff

Schedule

Every 2 Months, from 9/3/2014 to 5/6/2015

PD Opportunity 3

Teachers will participate in 10 minute professional development sessions during monthly faculty meetings targeting what effective teachers do to impact student achievement.

Facilitator

Ann Greene/Susan Sheffield/Doug Swayze/Dr. Mary Ellen Speidel

Participants

All Instructional staff

Schedule

Monthly, from 9/1/2014 to 6/5/2015

G1.B3 Difficulty differentiating instruction in all content areas due to vast student needs, lack of time, and varying skill levels of teachers.

G1.B3.S1 Teachers will participate in different professional development opportunities on how to most effectively infuse reading and writing activities across the content areas as well as how to meet the needs of all learners.

PD Opportunity 1

All teachers will participate in Response to Literature Professional Development.

Facilitator

District Personnel, Academic Coaches

Participants

Grades 3 - 5 teachers

Schedule

On 11/20/2014

PD Opportunity 2

Identified teachers will be given the option to participate in Champs Trainings provided by the District.

Facilitator

District Champs trainer

Participants

Identified teachers

Schedule

On 6/5/2015

PD Opportunity 3

All teachers will participate in a math curriculum map overview professional development.

Facilitator

Susan Sheffield

Participants

All instructional staff

Schedule

On 9/3/2014

Technical Assistance Items

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

G1. To increase student achievement by emphasizing literacy across all content areas.

G1.B3 Difficulty differentiating instruction in all content areas due to vast student needs, lack of time, and varying skill levels of teachers.

G1.B3.S1 Teachers will participate in different professional development opportunities on how to most effectively infuse reading and writing activities across the content areas as well as how to meet the needs of all learners.

PD Opportunity 1

All teachers will participate in a Problem Solving Team (PST) update training.

Facilitator

Jennifer Anton

Participants

All instructional staff

Schedule

On 10/13/2014

Budget Rollup

Summary

Description	Total
Goal 1: To increase student achievement by emphasizing literacy across all content areas.	17,700
Grand Total	17,700

Goal 1: To increase student achievement by emphasizing literacy across all content areas.

Description	Source	Total
B1.S1.A3	Title I Part A	5,000
B1.S1.A3	School Improvement Funds	1,000
B2.S1.A3	Title I Part A	6,000
B2.S1.A7	Title I Part A	3,000
B3.S1.A1	Title I Part A	1,200
B3.S1.A2	Title I Part A	1,000
B3.S1.A4	Title I Part A	500
Total Goal 1		17,700