

Volusia County Schools

Osceola Elementary School



2017-18 School Improvement Plan

Osceola Elementary School

100 OSCEOLA AVE, Ormond Beach, FL 32176

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School KG-5	Yes	73%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	36
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	39

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Osceola Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Where students, teachers, parents, and the community work together to make Osceola AWESOME!

b. Provide the school's vision statement

At Osceola Elementary teachers, parents and community members work together to help develop an AWESOME whole child. We strive to offer personalized learning activities that value character development along with meeting the demands of the rigorous Florida Standards.

2. School Environment

a. 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. Osceola offers a mentoring program in which identified students are provided an adult mentor to help increase academic achievement as well as classroom behavior. Awards assemblies rewarding positive student behavior are held throughout the school year.

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

The Positive Behavioral Intervention and Supports Team 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 Positive Behavioral Intervention and Supports Team. In addition, our guidance counselor will offer individual counseling on an as needed or identified basis including incidences requiring immediate intervention.

c. 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 behavioral expectations and procedures are reviewed and determined by the Positive Behavior Intervention and Supports (PBIS) team. The PBIS team developed school wide expectations and a reward system based on school behavioral data. Expectations are implicitly taught and reinforced throughout the school year by the classroom teachers as well as our Guidance Counselor using CHAMPS strategies. The PBIS team includes: Guidance, Administration, Exceptional Services Department, Classroom Teachers, and Special Area Teachers.

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.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

- *Attendance below 90 %
- *One or more suspensions
- *Course failure in ELA or Math
- *Level 1 on FSA

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	2	5	1	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	2	5	1	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	2	5	1	0	0	0	0	0	0	0	8

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	2	5	1	0	0	0	0	0	0	0	8

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

- *School mentors
- *Time with academic intervention teacher
- *Parent contact regarding attendance
- *Parent-Teacher conferences regarding academics
- *Family Involvement Nights
- *After school tutoring

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/443749>.

2. Description

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

2. 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- Various extended day providers are invited to set up a booth to share information.
- * Open House- PTA sets up a booth to promote membership amongst parents, grandparents, business partners and community members. Volunteers and Business Partners are invited to assist with and set up booths to share information.
- * 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.
- * Members of the Seabreeze football team visit the classrooms to read to students.
- * Family Nights- Volunteers and Business Partners are invited to assist with and set up booths to share information.
- * Osceola has been adopted by Daytona Beach Hilton which has earned grants on behalf of Osceola.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
	Teacher, K-12
Green, Gay	Instructional Coach
Gilbert, Meredith	Teacher, K-12
Kelly, Lynda	Teacher, K-12
Stoner, Amy	Teacher, K-12
Treur, Deb	Teacher, K-12
Flassig, Kevin	Principal
Lopez, Yahaira	Teacher, K-12
Belfer, Morgan	Teacher, K-12
Fischer, Kim	Teacher, K-12
Smyth, Heather	Teacher, K-12
Richardson, Amy	Other

b. Duties

1. 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.

2. 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)

- 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 FSA 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Meredith Gilbert	Teacher
Tina Spada	Parent
Ruby Clements	Parent
Beckie Greene	Business/Community
Teresa Webb	Parent
Kevin Flassig	Principal
Christy Cleckler	Teacher
Kathy Szlosek	Teacher
Scott O'Quinn	Parent
Laurie Jennings	Parent
Heather Smyth	Teacher
Amanda Clements	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of the 2016-2017 School Improvement Plan, first our a School Improvement Leadership Team met in June for two days to reflect. The team analyzed the following data: Academic data (VLT, VMT, VST), iReady, Waterford, Early Warning System, Attendance, Report Card Behavior Screening, Course Failure Reports, D & F Reports, Percent of Students Referred for Special Education, Discipline Data, Concern of Harm, Evaluation Data, Professional Development Summary of Hours, Budgets, Climate Survey data, and Situational Awareness data. This information was shared with all stakeholders at the beginning of the 2017 - 2018 school year.

b. Development of this school improvement plan

The School Improvement Leadership team sorted all the data mentioned above onto a Five Essentials Table and then conducted a Five Essentials Self-Assessment Rubric regarding our school effectiveness in the areas of Effective Leadership, Supportive Environment, Ambitious Instruction and Learning, Collaborative Teachers, and Involved Families. The team identified one to two areas to target our School Improvement Plan for the 2017-2018 school year. At the beginning of the 2017-2018 school year, the team shared the data and these results with the all stakeholders (faculty, School Advisory Council, PTA, and parents). All stakeholders were allowed input regarding the school improvement plan. Throughout the year, the stakeholders continue to review the plan and provide input and the plan is adjusted as needed.

c. 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.

2. 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.

- * supplies and materials (\$1,000.00)
- * pay for substitute teachers for teachers to attend professional development/tutoring (\$1,000.00)
- * technology (\$1,000.00) obtain resource materials (\$1,000.00)
- * professional development (\$750.00)
- * assist with copy center budget (\$250.00)

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Flassig, Kevin	Principal
Green, Gay	Instructional Coach
Treur, Deb	Teacher, K-12
Gilbert, Meredith	Teacher, K-12
Kelly, Lynda	Teacher, K-12
Stoner, Amy	Teacher, K-12
Lopez, Yahaira	Teacher, K-12
Belfer, Morgan	Teacher, K-12
Fischer, Kim	Teacher, K-12
Smyth, Heather	Teacher, K-12
Richardson, Amy	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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 ELA initiative. Our 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 year we will sponsor two Scholastic book fairs: one in the fall and one during the spring. The LLT will also support other evening events creating to promote literacy such as Authors Celebration, Bingo for Books and Dr. Seuss Night.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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)

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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 kindergarten through fourth grade are encouraged to attend CSI (Comprehensive Science Investigation) where they focus on reading, math, and science activities. Fifth grade students are encouraged to attend a summer STEM program. Third grade students who score a level 1 on FSA 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: Extended School Day

Minutes added to school year: 720

Science Camp-Targeted students (Fifth Grade students) receive one hour of additional science instruction with hands-on science lessons focusing on identified science standards 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

Lopez, Yahaira, yllopez@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

Florio, Lisa , lmflorio@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

STAR Tutoring: 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

Lopez, Yahaira, yllopez@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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**
- 4. 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**

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** If Osceola Elementary increases our collective efficacy and ensures standards are taught at the appropriate rigor then student achievement will increase across all subjects and subgroups.

Strategic Goals Detail

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

G1. If Osceola Elementary increases our collective efficacy and ensures standards are taught at the appropriate rigor then student achievement will increase across all subjects and subgroups. 1a

G089898

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	62.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of how to implement the Florida Standards with rigor
- Lack of collective efficacy

Resources Available to Help Reduce or Eliminate the Barriers 2

- District specialists
- SAC funding
- CLT
- Title I funding
- ERPL
- Faculty Meetings
- Technology infused PL
- Curriculum Maps
- Instructional Coach
- Intervention Teacher
- Cadre Members
- PBIS
- Collaborative Classroom Materials
- DLTL
- PLC

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Meredith Gilbert

Schedule

On 12/21/2017

Evidence of Completion

SIP Progress Monitoring, Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Mid-Year Review

Person Responsible

Meredith Gilbert

Schedule

On 3/9/2018

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Gay Green

Schedule

Annually, from 5/30/2018 to 5/30/2018

Evidence of Completion

Step Zero for 2017-2018 SIP

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. If Osceola Elementary increases our collective efficacy and ensures standards are taught at the appropriate rigor then student achievement will increase across all subjects and subgroups. 1

G089898

G1.B8 Lack of knowledge of how to implement the Florida Standards with rigor 2

B239698

G1.B8.S1 Provide training on Florida Standards 4

S252635

Strategy Rationale

Increase % of teachers effectively implementing the standards

Action Step 1 5

Conduct professional learning on the Florida Standards

Person Responsible

Gay Green

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes

Action Step 2 5

Provide time for grade level/PLC planning to effectively implement Florida Standards by providing teachers with full day subs three times per year so they may participate in grade level curriculum planning and pacing across all content areas

Person Responsible

Gay Green

Schedule

Quarterly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes

Action Step 3 5

CLT will identify and purchase resources and technology to assist with effective implementation of Florida Standards

Person Responsible

Kevin Flassig

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes

Action Step 4 5

Tutoring will be provided for academic interventions in ELA, Math and Science

Person Responsible

Lisa Florio

Schedule

Weekly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes

Action Step 5 5

Provide an Academic Intervention Teacher to provide intervention to students in all subject areas and support teachers with implementing best practices

Person Responsible

Heather Smyth

Schedule

Biweekly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Outlook calendar, Data review, VXT Data, Rosters

Plan to Monitor Fidelity of Implementation of G1.B.8.S1 6

5 Essentials Survey

Person Responsible

Amy Richardson

Schedule

On 5/31/2018

Evidence of Completion

Survey results

G1.B8.S2 More effective PLCs 4

S252636

Strategy Rationale

Data analysis and planning of instruction to meet the needs of all students

Action Step 1 5

Provide training and resources for focused small group instruction and intervention during PLCs

Person Responsible

Gay Green

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes

Action Step 2 5

Provide structure and support for collaboration and planning during PLCs

Person Responsible

Gay Green

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes

Action Step 3 5

Teachers will attend professional learning and implement knowledge and skills learned

Person Responsible

Gay Green

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes

Action Step 4 5

Monitor and provide feedback and coaching as needed for each professional learning

Person Responsible

Gay Green

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes

Action Step 5 5

Team leaders/CLT will conduct monthly analysis of campus data

Person Responsible


Schedule

Monthly, from 8/8/2017 to 6/1/2018


Evidence of Completion

Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes

G1.B11 Lack of collective efficacy **2**

 B239701

G1.B11.S1 Build collective efficacy **4**

 S252638

Strategy Rationale

Increase % of staff members demonstrating the ability to effectively increase student achievement

Action Step 1 **5**

Conduct professional learning on collective efficacy using John Hattie's research during faculty meetings and PLCs

Person Responsible

Gay Green

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes

Action Step 2 **5**

Provide time and subs for teachers to build their efficacy through observing other colleagues

Person Responsible

Gay Green

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes

Action Step 3 **5**

Increase family involvement through curriculum based events

Person Responsible

Amy Richardson

Schedule

Monthly, from 8/4/2017 to 6/1/2018

Evidence of Completion

Sign in sheets, Parent surveys, Handouts, Family Invitations

G1.B11.S2 Implement school cultural initiatives **4**

 S252639

Strategy Rationale

Data analysis and planning of instruction to meet the needs of all students

Action Step 1 **5**

Conduct learning opportunities for students and families

Person Responsible

Gay Green

Schedule

Monthly, from 8/4/2017 to 6/1/2018

Evidence of Completion

Programs, Tweets, Invitation to families

Action Step 2 **5**

Continue quarterly assemblies for positive behaviors and academic performance

Person Responsible

Gay Green

Schedule

Quarterly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Quarterly Discipline Data, Family Invitations, Tweets

Action Step 3 5

Conduct professional learning on cultural initiatives

Person Responsible

Gay Green

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes

Action Step 4 5

Hold monthly House Meetings

Person Responsible

Gay Green

Schedule

Monthly, from 8/8/2017 to 6/1/2018

Evidence of Completion

Student sign in sheets, Administrative Team PLC Minutes, CLT Minutes

Action Step 5 5

Implement positive behavior/reward system.

Person Responsible

Gay Green

Schedule

Weekly, from 8/8/2017 to 6/1/2018

Evidence of Completion

CLT Minutes, PLC Minutes, Discipline Data

Action Step 6 5

Provide mentors to identified students

Person Responsible

Lisa Florio

Schedule

Weekly, from 8/1/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B11.S2 6

Person Responsible

Schedule

Evidence of Completion


















Plan to Monitor Effectiveness of Implementation of G1.B11.S2 7

Person Responsible









Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B11.S2.MA1  M375662	[no content entered]		No Start Date		No End Date one-time
G1.B11.S2.MA1  M347168	[no content entered]		No Start Date		No End Date one-time
G1.MA1  M347169	SIP Progress Monitoring Meeting	Gilbert, Meredith	10/16/2017	SIP Progress Monitoring, Meeting Minutes and Sign-In Sheet	12/21/2017 one-time
G1.MA2  M347170	SIP Mid-Year Review	Gilbert, Meredith	1/8/2018	Midyear Review in CIMS	3/9/2018 one-time
G1.MA3  M347171	State Assessment Results	Green, Gay	5/30/2018	Step Zero for 2017-2018 SIP	5/30/2018 annually
G1.B8.S1.MA1  M373962	5 Essentials Survey	Richardson, Amy	3/1/2018	Survey results	5/31/2018 one-time
G1.B8.S2.A1  A330293	Provide training and resources for focused small group instruction and intervention during PLCs	Green, Gay	8/8/2017	Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes	6/1/2018 monthly
G1.B8.S1.A4  A330291	Tutoring will be provided for academic interventions in ELA, Math and Science	Florio, Lisa	8/8/2017	Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes	6/1/2018 weekly
G1.B8.S1.A5  A330292	Provide an Academic Intervention Teacher to provide intervention to students in all subject areas...	Smyth, Heather	8/8/2017	Outlook calendar, Data review, VXT Data, Rosters	6/1/2018 biweekly
G1.B11.S1.A1  A330297	Conduct professional learning on collective efficacy using John Hattie's research during faculty...	Green, Gay	8/8/2017	Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes	6/1/2018 monthly
G1.B11.S1.A2  A330298	Provide time and subs for teachers to build their efficacy through observing other colleagues	Green, Gay	8/8/2017	Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes	6/1/2018 monthly
G1.B11.S1.A3  A330299	Increase family involvement through curriculum based events	Richardson, Amy	8/4/2017	Sign in sheets, Parent surveys, Handouts, Family Invitations	6/1/2018 monthly
G1.B8.S1.A3  A330290	CLT will identify and purchase resources and technology to assist with effective implementation of...	Flassig, Kevin	8/8/2017	Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes	6/1/2018 monthly
G1.B8.S2.A2  A330294	Provide structure and support for collaboration and planning during PLCs	Green, Gay	8/8/2017	Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes	6/1/2018 monthly
G1.B8.S2.A3  A330295	Teachers will attend professional learning and implement knowledge and skills learned	Green, Gay	8/8/2017	Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes	6/1/2018 monthly
G1.B8.S2.A4  A330296	Monitor and provide feedback and coaching as needed for each professional learning	Green, Gay	8/8/2017	Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes	6/1/2018 monthly
G1.B8.S2.A5  A342491	Team leaders/CLT will conduct monthly analysis of campus data		8/8/2017	Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative	6/1/2018 monthly

Volusia - 4634 - Osceola Elementary School - 2017-18 SIP
Osceola Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Team PLC minutes, PLC minutes, CLT minutes	
G1.B8.S1.A2  A330289	Provide time for grade level/PLC planning to effectively implement Florida Standards by providing...	Green, Gay	8/8/2017	Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes	6/1/2018 quarterly
G1.B8.S1.A1  A330288	Conduct professional learning on the Florida Standards	Green, Gay	8/8/2017	Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes	6/1/2018 monthly
G1.B11.S2.A1  A330300	Conduct learning opportunities for students and families	Green, Gay	8/4/2017	Programs, Tweets, Invitation to families	6/1/2018 monthly
G1.B11.S2.A2  A330301	Continue quarterly assemblies for positive behaviors and academic performance	Green, Gay	8/8/2017	Quarterly Discipline Data, Family Invitations, Tweets	6/1/2018 quarterly
G1.B11.S2.A3  A330302	Conduct professional learning on cultural initiatives	Green, Gay	8/8/2017	Data walks, Learning walks, Lesson plans, Sign in sheets, Administrative Team PLC minutes, PLC minutes, CLT minutes	6/1/2018 monthly
G1.B11.S2.A4  A343431	Hold monthly House Meetings	Green, Gay	8/8/2017	Student sign in sheets, Administrative Team PLC Minutes, CLT Minutes	6/1/2018 monthly
G1.B11.S2.A5  A343432	Implement positive behavior/reward system.	Green, Gay	8/8/2017	CLT Minutes, PLC Minutes, Discipline Data	6/1/2018 weekly
G1.B11.S2.A6  A343433	Provide mentors to identified students	Florio, Lisa	8/1/2017		6/1/2018 weekly

V. Professional Development Opportunities

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

G1. If Osceola Elementary increases our collective efficacy and ensures standards are taught at the appropriate rigor then student achievement will increase across all subjects and subgroups.

G1.B8 Lack of knowledge of how to implement the Florida Standards with rigor

G1.B8.S1 Provide training on Florida Standards

PD Opportunity 1

Conduct professional learning on the Florida Standards

Facilitator

Ann Greene

Participants

Faculty

Schedule

Monthly, from 8/8/2017 to 6/1/2018

PD Opportunity 2

Provide time for grade level/PLC planning to effectively implement Florida Standards by providing teachers with full day subs three times per year so they may participate in grade level curriculum planning and pacing across all content areas

Facilitator

Ann Greene

Participants

Faculty

Schedule

Quarterly, from 8/8/2017 to 6/1/2018

G1.B8.S2 More effective PLCs

PD Opportunity 1

Provide training and resources for focused small group instruction and intervention during PLCs

Facilitator

Participants

Schedule

Monthly, from 8/8/2017 to 6/1/2018

PD Opportunity 2

Provide structure and support for collaboration and planning during PLCs

Facilitator

Participants

Schedule

Monthly, from 8/8/2017 to 6/1/2018

PD Opportunity 3

Teachers will attend professional learning and implement knowledge and skills learned

Facilitator

Participants

Schedule

Monthly, from 8/8/2017 to 6/1/2018

PD Opportunity 4

Monitor and provide feedback and coaching as needed for each professional learning

Facilitator

Participants

Schedule

Monthly, from 8/8/2017 to 6/1/2018

G1.B11 Lack of collective efficacy

G1.B11.S1 Build collective efficacy

PD Opportunity 1

Conduct professional learning on collective efficacy using John Hattie's research during faculty meetings and PLCs

Facilitator

Participants

Schedule

Monthly, from 8/8/2017 to 6/1/2018

PD Opportunity 2

Provide time and subs for teachers to build their efficacy through observing other colleagues

Facilitator

Participants

Schedule

Monthly, from 8/8/2017 to 6/1/2018

G1.B11.S2 Implement school cultural initiatives

PD Opportunity 1

Conduct professional learning on cultural initiatives

Facilitator

Participants

Schedule

Monthly, from 8/8/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B11.S1.A1	Conduct professional learning on collective efficacy using John Hattie's research during faculty meetings and PLCs				\$0.00
2	G1.B11.S1.A2	Provide time and subs for teachers to build their efficacy through observing other colleagues				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4634 - Osceola Elementary School	Title, I Part A		\$1,000.00
3	G1.B11.S1.A3	Increase family involvement through curriculum based events				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4634 - Osceola Elementary School	Title, I Part A		\$1,000.00
4	G1.B11.S2.A1	Conduct learning opportunities for students and families				\$0.00
5	G1.B11.S2.A2	Continue quarterly assemblies for positive behaviors and academic performance				\$0.00
6	G1.B11.S2.A3	Conduct professional learning on cultural initiatives				\$0.00
7	G1.B11.S2.A4	Hold monthly House Meetings				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4634 - Osceola Elementary School	Title, I Part A		\$4,000.00
8	G1.B11.S2.A5	Implement positive behavior/reward system.				\$0.00
9	G1.B11.S2.A6	Provide mentors to identified students				\$0.00
10	G1.B8.S1.A1	Conduct professional learning on the Florida Standards				\$0.00
11	G1.B8.S1.A2	Provide time for grade level/PLC planning to effectively implement Florida Standards by providing teachers with full day subs three times per year so they may participate in grade level curriculum planning and pacing across all content areas				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4634 - Osceola Elementary School	Title, I Part A		\$7,000.00
12	G1.B8.S1.A3	CLT will identify and purchase resources and technology to assist with effective implementation of Florida Standards				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Volusia - 4634 - Osceola Elementary School - 2017-18 SIP
Osceola Elementary School

			4634 - Osceola Elementary School			\$1,000.00
13	G1.B8.S1.A4	Tutoring will be provided for academic interventions in ELA, Math and Science				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4634 - Osceola Elementary School	Title, I Part A		\$4,000.00
14	G1.B8.S1.A5	Provide an Academic Intervention Teacher to provide intervention to students in all subject areas and support teachers with implementing best practices				\$60,456.06
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4634 - Osceola Elementary School	Title, I Part A		\$60,456.06
15	G1.B8.S2.A1	Provide training and resources for focused small group instruction and intervention during PLCs				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4634 - Osceola Elementary School	Title, I Part A		\$2,000.00
16	G1.B8.S2.A2	Provide structure and support for collaboration and planning during PLCs				\$0.00
17	G1.B8.S2.A3	Teachers will attend professional learning and implement knowledge and skills learned				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			4634 - Osceola Elementary School	Title, I Part A		\$3,000.00
18	G1.B8.S2.A4	Monitor and provide feedback and coaching as needed for each professional learning				\$0.00
19	G1.B8.S2.A5	Team leaders/CLT will conduct monthly analysis of campus data				\$0.00
					Total:	\$83,456.06