

St. Johns County School District

Osceola Elementary School



2017-18 School Improvement Plan

Osceola Elementary School

1605 OSCEOLA ELEMENTARY RD, St Augustine, FL 32084

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	74%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	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 was approved by the St. Johns County School Board on 9/25/2017.

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>.

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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 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

Osceola Elementary will be a family of learners working to become successful in academic and social settings. By nurturing determination, grit, and a growth mindset in all students, we will create life-long learners.

b. Provide the school's vision statement

Better Never Quits

2. School Environment

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

As an AVID (Advancement Via Individual Determination) school, teachers and students build relationships through interest inventories, discussions of what a good learner looks like, and collaborations to set goals. Students track their progress in meeting those goals throughout the year.

Osceola is continuing to use the Being a Writer and Making Meaning ELA programs and Being a Reader (for grades K-2). These programs foster a sense of community and collaboration within the classroom.

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

Safety patrols
Character Counts programs
Student of the Week
Wildcash (as part of the Osceola Positive Behavior Support)
Green Team
Girls on the Run
After school Music Clubs
K Kids
iGlow

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

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

In addition to the school wide PBIS, teachers and staff have been trained in "Practical Magic" Effective Behavior Management for the Classroom. Through this training participants learned

appropriate classroom management techniques for working with students with disabilities. Faculty and Staff will continue to receive refresher training opportunities on these practices.

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

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

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 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics during any grading period
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

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	19	17	12	15	9	17	0	0	0	0	0	0	0	89
One or more suspensions	1	0	6	4	1	2	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	0	0	1	2	7	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	2	18	22	0	0	0	0	0	0	0	42

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	1	0	2	1	4	12	0	0	0	0	0	0	0	20

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

1. An intervention team comprised of the ILC, guidance counselor and intervention coordinator will be developed to identify students at the beginning of the school year. A tutor will be assigned to assist with student interventions and parent conferences. At interim, those students who are not on an RtI plan but are still on the list will be brought to the team for further review and interventions.
2. The Intervention Team will meet with these students and their parents to problem solve solutions for attendance, behavior and academic concerns.
3. Attendance-After two absences, the teacher will contact the parent and document the reasons for the absences. At five absences letters will be sent home and student services will be involved when appropriate. The Intervention team will contact the parent and schedule a meeting with administration.
4. Course failure/Level 1 students will be monitored through the RtI process and will receive Title 1 tutoring during the school day.
5. The parents of students who receive behavior referrals will be required to attend a meeting with the Intervention Team and an administrator.

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/412923>.

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 invites local businesses and community organizations to become involved in SAC.

PTO builds and sustains relationships with business partners.

Guidance Counselor builds partnerships with local businesses and organizations to support needs of our students and their families.

Examples:

Health Department visits

Lion's Club vision screening

weekend food bags from local church

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
Waldrop, Tina	Principal
Evans, Stephanie	Instructional Coach
Jenkins, Faye	Other
Keffer, Rebecca	Assistant Principal
Razgha, Alexandra	Assistant Principal

b. Duties

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Select General Education Teachers: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
 Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as coteaching.

Instructional Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based

decision making activities.

Data Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction.

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted during school, through after-school programs and/or summer school. Parental Involvement is critical to the success of our Title I program. Jointly developed, our school distributes a school parental involvement policy to all families. Parents, teachers and students sign our compact that focuses on shared responsibility for student achievement. These and other aspects of our Title I program are explained at our grade level Annual Title I Curriculum Nights.

Title I, Part C- Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II funds support the delivery of Professional Development for the 2016-2017 school year.

Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

The Title IX District Homeless Liaison provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Students identified as homeless can be provided bus transportation which allows them to stay at the same school regardless of the location of their current residence. This provides structure and continuity for our children.

Supplemental Academic Instruction (SAI): Under the SAI umbrella, the personnel will work directly with our lowest achieving 3rd-5th grade students both individually and in small groups. The tutor will work with students in their regular classroom setting or as part of a pull-out program under the direction of our Instructional Coach as part of an FCAT remediation process. The tutor will partner with the classroom teacher to help these students achieve maximum success.

Violence Prevention Programs: The school offers a non-violence and anti-drug program to students that involve age-appropriate activities. We are continuing a previously initiated Anti-bullying campaign with Wild Cat Willy, our school mascot, to promote anti-bullying behavior as part of school programs. Our school-wide Tier I behavior plan includes the 3 step plan, Practical Magic practices, common language and other aspects of Responsibility Training. This year we will continue the PBS program PAWS. This positive behavior approach uses a common language and consistent guidelines across the school campus to increase positive behaviors across the campus and on the school bus. EPIC Community Services provides parent and student support in areas such as violence prevention, anger management and drug related issues.

Nutrition Programs: Osceola has a partnership with University of Florida Extension program. Programs are presented to our primary grade classrooms; healthy nutrition materials are provided and utilized in the classroom and the Extension agent presents lessons to designated grade levels.

Head Start: Osceola has four Head Start/PreK/VPK blended classrooms. This is a blended program that serves Head Start, VPK, and our Pre-K developmentally delayed students.

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

math.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Teacher
Tina Waldrop	Principal
Sheila Lawshe	Education Support Employee
Melissa Kurdyla	Parent
Christina Parham	Parent
Linda Villadoniga	Business/Community
Janice Jones	Parent
Steven Dingfelder	Parent
Jennifer Dingfelder	Parent
Molly Jackson	Teacher
Tisha Humphries	Education Support Employee
Andy Keffer	Business/Community

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

The SAC will review last year's SIP at a SAC meeting during the 2017-2018 school year.

b. Development of this school improvement plan

Review draft of SIP and provide input and then approval.

c. Preparation of the school's annual budget and plan

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

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

Funds from School improvement supported Character Counts development through the purchase of Character Counts videos in the amount of \$359.50.

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
Waldrop, Tina	Principal
Evans, Stephanie	Instructional Coach
Keffer, Rebecca	Assistant Principal
Razgha, Alexandra	Assistant Principal

b. Duties

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

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

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

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

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

1. Utilization of district Applitrack Program; SJCS D
2. With the support of the SJCS D, we only hire teachers who meet state certification requirements.
3. Careful review of posted applicants; Principal and Assistant Principals
4. All 1st and 2nd year teachers participate in the school's New Teacher Cadre and are assigned an Osceola mentor.
5. Parental Notification of Parents right to knowledge of teachers' qualifications;

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

1. Anna Allen & Kathleen Hunting/ Tina Waldrop- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
2. Suzanne Maurer & Cindy Smeland/ Stephanie Evans- Same grade level, Teacher with a record of strong student growth and a familiarity with our demographics. Has been formally trained in coaching practices. Opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
3. Maggie Granger & Kerri Harvey/Tina Waldrop-Same grade level, Teacher with a record of strong student growth and a familiarity with our demographics. Has been formally trained in coaching practices. Opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly
4. Monika Molina & Kerri Harvey/Rebecca Keffer-Same grade level, Teacher with a record of strong student growth and a familiarity with our demographics. Has been formally trained in coaching practices. Opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly
5. Ashley Cousins & Jennifer Twine/ Rebecca Keffer- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
6. Emily Blum & Erin Glennon/ Rebecca Keffer- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
7. Chelsi Greear & Gina Howard/Alexandra Razgha- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
8. Bonny Furlong & Gina Howard/Alexandra Razgha- Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
9. TBA 2nd Grade & Molly Jackson/Stephanie Evans - Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.
10. TBA 1st Grade&Kristen Bailey/Stephanie Evans-Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings.

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the

core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

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

Wildcat Wednesdays in which district support specialists work with teachers in every subject to target student needs.

Data Chats

Targeted instruction to address student deficiencies - small group setting, intervention block, individualized instruction based on information obtained from assessment data (performance assessments, formative assessment, classroom observations)

PLCs: Teachers examine i-Ready and common formative assessment data as a team to make intervention plans to best meet the needs of students.

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: After School Program

Minutes added to school year:

Extended day students use the computer labs to work on their iReady learning path.

Strategy Rationale

To support and enrich development in grade level instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Razgha, Alexandra, alexandra.razgha@stjohns.k12.fl.us

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

Administration will collect iReady data on all students participating in the after school program data will be analyzed to determine trends in achievements among the grade level standards.

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

In the Spring, Title I invites the parents of students attending these programs to attend an evening Osceola Family Night. Parents are introduced to our Kindergarten faculty, given an opportunity to register their children and enjoy the family event.

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

A transition to middle school SAC meeting is held at the end of every school year.

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will collaboratively establish expectations of high quality ELA instruction and student feedback to consistently meet those expectations in their classrooms
- G2.** All teachers will collaboratively establish expectations of high quality math instruction and student feedback to consistently meet those expectations in their classrooms.
- G3.** Osceola will build a culture of character with our students and families by further integrating CHARACTER COUNTS! initiatives and establishing a school environment that encourages participation at conferences, activities, and committees.

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. All teachers will collaboratively establish expectations of high quality ELA instruction and student feedback to consistently meet those expectations in their classrooms **1a**

G096562

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal **3**

- Alignment of rigorous common formative assessments and expectations throughout all grade levels that allow student proficiency and deficiencies to be revealed.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Professional development
- Making Meaning, Being a Writer, Being a Reader (K-2)
- Document Based Questioning (DBQ)
- Instructional coaching
- Model lessons
- IReady teacher toolbox
- iReady standard based assessments
- Professional learning communities process
-

Plan to Monitor Progress Toward G1. **8**

Data collected from teacher observation, classroom ELA instruction, and formative ELA assessments.

Person Responsible

Rebecca Keffer

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student evidence will be collected and reviewed at planning meetings. During these meetings, notes will be collected which will document student progress and determine next steps of intervention. Teacher evidence from observations will be collected and reviewed at administrative meetings where next steps of intervention will be determined.

G2. All teachers will collaboratively establish expectations of high quality math instruction and student feedback to consistently meet those expectations in their classrooms. 1a

G096563

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	68.0

Targeted Barriers to Achieving the Goal 3

- Common language and expectations throughout all grade levels for quality math instruction and assessment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development Opportunities
- Instructional Coaching in Math
- Administrative classroom visits and feedback
- District Curriculum map

Plan to Monitor Progress Toward G2. 8

Data collected from teacher math observations, classroom math instruction and formative math assessments.

Person Responsible

Rebecca Keffer

Schedule

Every 2 Months, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student evidence will be collected and reviewed at PLCs. During these PLCs, notes will be collected which will document student progress and determine next steps of intervention. Teacher evidence from observations will be collected and reviewed at administrative meetings where next steps of intervention will be determined.

G3. Osceola will build a culture of character with our students and families by further integrating CHARACTER COUNTS! initiatives and establishing a school environment that encourages participation at conferences, activities, and committees. 1a

G096564

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	87.0

Targeted Barriers to Achieving the Goal 3

- Parent recognition of the importance of school being a priority and their participation in their child's learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS program, Intervention Coordinator, PBIS reward system, Cafeteria Paws Rewards system, Character Counts! instruction and incentives, Character Counts and award assemblies, parents conferences, and parental involvement activities.

Plan to Monitor Progress Toward G3. 8

Review the results of the parent involvement survey, advertising and holding parent involvement events.

Person Responsible

Faye Jenkins

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Decrease in student discipline incidents, Increase in parent involvement attendance and improved results of parent involvement survey.

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. All teachers will collaboratively establish expectations of high quality ELA instruction and student feedback to consistently meet those expectations in their classrooms **1**

 G096562

G1.B1 Alignment of rigorous common formative assessments and expectations throughout all grade levels that allow student proficiency and deficiencies to be revealed. **2**

 B259779

G1.B1.S1 Professional development will be provided for all teachers on using data and knowledge of standards to collaboratively develop and analyze common formative assessments. **4**

 S275194

Strategy Rationale

In order to increase student achievement and learning gains teachers must be equipped and given the time to develop rigorous, common assessments that reveal indicators of student proficiency.

Action Step 1 **5**

Teachers will be provided professional development in developing and analyzing common formative assessments.

Person Responsible

Stephanie Evans

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Agendas will be collected monthly and attendance will be put into Sun Gard.

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

Grade level teams will meet to monitor and collaborate on the use and strategies of implementation on the use of common formative assessments during the ELA block.

Person Responsible

Stephanie Evans

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Meeting notes and attendance sheets

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

Administration will conduct observations and walkthroughs of ELA instruction.

Person Responsible

Tina Waldrop

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative feedback on strategies implemented within the classroom.

G1.B1.S2 Common grading strategies and expectations will be developed and provided by administration. 4

 S275195

Strategy Rationale

Administration will provide the common expectation for all grade levels to further promote teacher understanding of expectations.

Action Step 1 5

Professional development will be provided to all classroom teachers.

Person Responsible

Rebecca Keffer

Schedule

Quarterly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Attendance sheets and uniformity among grade level grade-books.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Grade level teams will determine the classroom evidence to be submitted for grading during team meetings.

Person Responsible

Rebecca Keffer

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Team meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Increased alignment with assessment data and classroom grades.

Person Responsible

Rebecca Keffer

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Evidence will be collected through the RTI screening process.

G1.B1.S3 Continued professional development on Collaborative Classroom programs. 4

 S275196

Strategy Rationale

Classroom teachers will increase the fidelity in which they implement the ELA programs Making Meaning, Being a Writer, and Being a Reader (K-2).

Action Step 1 5

Classroom teachers will be provided with professional learning opportunities, model lessons, as well as additional program extensions.

Person Responsible

Stephanie Evans

Schedule

Every 2 Months, from 9/5/2017 to 5/24/2018

Evidence of Completion

Attendance sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Peer walkthroughs and coaching opportunities.

Person Responsible

Stephanie Evans

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Feedback provided to classroom teachers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administrative observations and walkthroughs during instruction of varying Collaborative Classroom programs.

Person Responsible

Tina Waldrop

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative feedback to teachers.

G1.B1.S4 Classroom teachers will participate in grade level data and dialog meetings. 4

S275197

Strategy Rationale

Teachers will obtain a better grasp of student data and how to develop instruction in order to more effectively close the achievement gap.

Action Step 1 5

Grade level data and dialog meetings.

Person Responsible

Rebecca Keffer

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Agendas, meeting notes, and student outcomes

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Teacher presentation and understanding of student data.

Person Responsible

Rebecca Keffer

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Data dialog agenda, notes, and sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Student achievement will be monitored using iReady data.

Person Responsible

Rebecca Keffer

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Increase of student achievement through iReady and Florida Standard Assessment scores.

G2. All teachers will collaboratively establish expectations of high quality math instruction and student feedback to consistently meet those expectations in their classrooms. 1

G096563

G2.B1 Common language and expectations throughout all grade levels for quality math instruction and assessment. 2

B259780

G2.B1.S1 All teachers will attend job-embedded math professional development. 4

S275198

Strategy Rationale

Through this PD teachers will calibrate their understanding of expectations for high quality math instruction and student feedback.

Action Step 1 5

Teachers will attend math professional development aimed at aligning expectations for high quality math instruction and assessment.

Person Responsible

Rebecca Keffer

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

PD agenda and sign in sheets with attendance collected in Sungard.

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

Administration will conduct lesson plan observations to ensure teachers are planning for and providing high quality math instruction and assessment.

Person Responsible

Rebecca Keffer

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative Walkthroughs and lesson plan feedback.

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

Administration will conduct walkthroughs and observations of math lessons and provide feedback.

Person Responsible

Rebecca Keffer

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative walkthroughs and observations.

G2.B1.S2 Identified teachers will receive instructional coaching in providing high quality math instruction and assessment. 4

 S275199

Strategy Rationale

Provides targeted support to help teachers improve who have been identified as needing to grow in providing quality math instruction and assessment.

Action Step 1 5

Identified teachers will receive instructional coaching in providing high quality math instruction and assessment.

Person Responsible

Rebecca Keffer

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Instructional Coaching Plans for the teacher

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Ensure that accurate instructional coaching plans are kept and maintained.

Person Responsible

Rebecca Keffer

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Notes checking off coaching plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Monitoring of coaching plans for improvement and administrative observations.

Person Responsible

Rebecca Keffer

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Notes on plans indicating improvement.

G2.B1.S3 Teachers will use the Checklist for planning Math Instruction" when developing math lesson plans. 4

 S275200

Strategy Rationale

Through the use of this checklist, teachers will consider all critical components of developing effective math instruction.

Action Step 1 5

When planning math instruction, teachers will use the "Checklist for Planning Math Instruction", provided during Math professional development, and share plans with administration.

Person Responsible

Rebecca Keffer

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Lesson plan observations looking for checklist criteria.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Lesson Plan observations indicating the use of the checklist.

Person Responsible

Rebecca Keffer

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative Lesson Plan Observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Lesson plan observations and classroom observations.

Person Responsible

Rebecca Keffer

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Classroom and lesson plan observation notes from iObservation.

G2.B1.S4 Classroom teachers will participate in grade level data and dialog meetings. 4

 S275201

Strategy Rationale

Teachers will obtain a better grasp of student data and how to develop instruction in order to more effectively close the achievement gap.

Action Step 1 5

Classroom teachers will participate in grade level data and dialog meetings.

Person Responsible

Rebecca Keffer

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Data and Dialogue agenda, notes, and sign-in sheet.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Teacher presentation and understanding of student data

Person Responsible

Rebecca Keffer

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Data and dialogue agenda, notes, and sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Student achievement will be monitored using Discovery Education data.

Person Responsible

Rebecca Keffer

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Increase of student achievement through Discovery Education and Florida Standards Assessment scores.

G3. Osceola will build a culture of character with our students and families by further integrating CHARACTER COUNTS! initiatives and establishing a school environment that encourages participation at conferences, activities, and committees. 1

G096564

G3.B1 Parent recognition of the importance of school being a priority and their participation in their child's learning. 2

B259781

G3.B1.S1 Classroom incentives for appropriate school and classroom behavior. 4

S275202

Strategy Rationale

Parents will recognize the importance of school as a priority and that behavior can impede the process of learning for their student and others.

Action Step 1 5

PBIS incentives and positive parent communications will be use to encourage parental involvement.

Person Responsible

Faye Jenkins

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Decreased number of student behavior incidents.

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

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

Person Responsible

Faye Jenkins

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Decrease in number of discipline incidents.

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

Weekly reports will be pulled from eschool and reviewed by Intervention Coordinator. School discipline trends will be monitored and addressed in the Administration, MTSS and PBS core team meetings.

Person Responsible

Faye Jenkins

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Decrease in student discipline incidents, Sign-in sheets, flyers, agendas, Increase in parent attendance to school functions and events.

G3.B1.S2 Parents will have at least one conference with their child's teacher during the school year. 4

S275203

Strategy Rationale

Parents will have a clear understanding of how their child is progressing in all areas.

Action Step 1 5

Parent conferences will be held at least once a year.

Person Responsible

Dana Harrison

Schedule

Semiannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Parent conference sheets

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Opportunities will be given for teachers to conference with parents throughout the school year.

Person Responsible

Schedule

Semiannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Conference sheets will be collected at the end of the year.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Increase parent/ teacher conferences.

Person Responsible

Dana Harrison

Schedule

Annually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Conference sheets

G3.B1.S3 Character Counts assemblies will be held quarterly and Award ceremonies will be held twice a year. Parents will be encouraged to attend. 4

S275204

Strategy Rationale

Parents and staff will celebrated the success of the students.

Action Step 1 5

Students who have received CHARACTER COUNTS! recognition will attend an assembly and their parents will be invited to attend the end of year celebration.

Person Responsible

Tina Waldrop

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets, flyers, agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Checking the sign in sheets, school event calendar and advertisement in pawprints newsletter and website. .

Person Responsible

Tina Waldrop

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Pawprints newsletter, sign-in sheets, event program.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Parent Involvement Survey

Person Responsible

Faye Jenkins

Schedule

Annually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Results of the Parent Involvement Survey

G3.B1.S4 Parental involvement activities such as open houses, grandparents breakfast, movie night, etc. will be held and parents will be encouraged to attend. 4

 S275205

Strategy Rationale

To encourage parents to be a part of the school culture in a non-threatening environment.

Action Step 1 5

Parent involvement activities and assemblies will be held throughout the school year to encourage parents to attend and become involved in the school culture.

Person Responsible

Tina Waldrop

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets, flyers, agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Parent involvement activities will be held throughout the year.

Person Responsible

Tina Waldrop

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets, flyers, agendas

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Increase of attendance of parent involvement activities.

Person Responsible

Tina Waldrop

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets, flyers, agendas

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.MA1 M397664	Data collected from teacher observation, classroom ELA instruction, and formative ELA assessments.	Keffer, Rebecca	8/14/2017	Student evidence will be collected and reviewed at planning meetings. During these meetings, notes will be collected which will document student progress and determine next steps of intervention. Teacher evidence from observations will be collected and reviewed at administrative meetings where next steps of intervention will be determined.	5/24/2018 quarterly
G2.MA1 M397673	Data collected from teacher math observations, classroom math instruction and formative math...	Keffer, Rebecca	8/14/2017	Student evidence will be collected and reviewed at PLCs. During these PLCs, notes will be collected which will document student progress and determine next steps of intervention. Teacher evidence from observations will be collected and reviewed at administrative meetings where next steps of intervention will be determined.	5/24/2018 every-2-months
G3.MA1 M397682	Review the results of the parent involvement survey, advertising and holding parent involvement...	Jenkins, Faye	8/14/2017	Decrease in student discipline incidents, Increase in parent involvement attendance and improved results of parent involvement survey.	5/24/2018 monthly
G1.B1.S1.MA1 M397656	Administration will conduct observations and walkthroughs of ELA instruction.	Waldrop, Tina	8/14/2017	Administrative feedback on strategies implemented within the classroom.	5/24/2018 quarterly
G1.B1.S1.MA1 M397657	Grade level teams will meet to monitor and collaborate on the use and strategies of implementation...	Evans, Stephanie	8/14/2017	Meeting notes and attendance sheets	5/24/2018 monthly
G1.B1.S1.A1 A369390	Teachers will be provided professional development in developing and analyzing common formative...	Evans, Stephanie	8/14/2017	Agendas will be collected monthly and attendance will be put into Sun Gard.	5/24/2018 monthly
G2.B1.S1.MA1 M397665	Administration will conduct walkthroughs and observations of math lessons and provide feedback.	Keffer, Rebecca	8/14/2017	Administrative walkthroughs and observations.	5/24/2018 quarterly
G2.B1.S1.MA1 M397666	Administration will conduct lesson plan observations to ensure teachers are planning for and...	Keffer, Rebecca	8/14/2017	Administrative Walkthroughs and lesson plan feedback.	5/24/2018 quarterly
G2.B1.S1.A1 A369394	Teachers will attend math professional development aimed at aligning expectations for high quality...	Keffer, Rebecca	8/14/2017	PD agenda and sign in sheets with attendance collected in Sungard.	5/24/2018 biweekly
G3.B1.S1.MA1 M397674	Weekly reports will be pulled from eschool and reviewed by Intervention Coordinator. School...	Jenkins, Faye	8/14/2017	Decrease in student discipline incidents, Sign-in sheets, flyers, agendas, Increase in parent attendance to school functions and events.	5/24/2018 weekly
G3.B1.S1.MA1 M397675	Weekly discipline reports will be reviewed in admin meetings and MTSS core meetings.	Jenkins, Faye	8/14/2017	Decrease in number of discipline incidents.	5/24/2018 weekly
G3.B1.S1.A1 A369398	PBIS incentives and positive parent communications will be use to encourage parental involvement.	Jenkins, Faye	8/14/2017	Decreased number of student behavior incidents.	5/24/2018 weekly
G1.B1.S2.MA1 M397658	Increased alignment with assessment data and classroom grades.	Keffer, Rebecca	8/14/2017	Evidence will be collected through the RTI screening process.	5/24/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1 M397659	Grade level teams will determine the classroom evidence to be submitted for grading during team...	Keffer, Rebecca	8/14/2017	Team meeting notes	5/24/2018 monthly
G1.B1.S2.A1 A369391	Professional development will be provided to all classroom teachers.	Keffer, Rebecca	9/5/2017	Attendance sheets and uniformity among grade level grade-books.	5/24/2018 quarterly
G2.B1.S2.MA1 M397667	Monitoring of coaching plans for improvement and administrative observations.	Keffer, Rebecca	8/14/2017	Notes on plans indicating improvement.	5/24/2018 monthly
G2.B1.S2.MA1 M397668	Ensure that accurate instructional coaching plans are kept and maintained.	Keffer, Rebecca	8/14/2017	Notes checking off coaching plans.	5/24/2018 monthly
G2.B1.S2.A1 A369395	Identified teachers will receive instructional coaching in providing high quality math instruction...	Keffer, Rebecca	8/14/2017	Instructional Coaching Plans for the teacher	5/24/2018 monthly
G3.B1.S2.MA1 M397676	Increase parent/ teacher conferences.	Harrison, Dana	8/14/2017	Conference sheets	5/24/2018 annually
G3.B1.S2.MA1 M397677	Opportunities will be given for teachers to conference with parents throughout the school year.		8/14/2017	Conference sheets will be collected at the end of the year.	5/24/2018 semiannually
G3.B1.S2.A1 A369399	Parent conferences will be held at least once a year.	Harrison, Dana	8/14/2017	Parent conference sheets	5/24/2018 semiannually
G1.B1.S3.MA1 M397660	Administrative observations and walkthroughs during instruction of varying Collaborative Classroom...	Waldrop, Tina	8/14/2017	Administrative feedback to teachers.	5/24/2018 quarterly
G1.B1.S3.MA1 M397661	Peer walkthroughs and coaching opportunities.	Evans, Stephanie	8/14/2017	Feedback provided to classroom teachers.	5/24/2018 monthly
G1.B1.S3.A1 A369392	Classroom teachers will be provided with professional learning opportunities, model lessons, as...	Evans, Stephanie	9/5/2017	Attendance sheets	5/24/2018 every-2-months
G2.B1.S3.MA1 M397669	Lesson plan observations and classroom observations.	Keffer, Rebecca	8/14/2017	Classroom and lesson plan observation notes from iObservation.	5/24/2018 quarterly
G2.B1.S3.MA1 M397670	Lesson Plan observations indicating the use of the checklist.	Keffer, Rebecca	8/14/2017	Administrative Lesson Plan Observations	5/24/2018 quarterly
G2.B1.S3.A1 A369396	When planning math instruction, teachers will use the "Checklist for Planning Math..."	Keffer, Rebecca	8/14/2017	Lesson plan observations looking for checklist criteria.	5/24/2018 weekly
G3.B1.S3.MA1 M397678	Parent Involvement Survey	Jenkins, Faye	8/14/2017	Results of the Parent Involvement Survey	5/24/2018 annually
G3.B1.S3.MA1 M397679	Checking the sign in sheets, school event calendar and advertisement in pawprints newsletter and...	Waldrop, Tina	8/14/2017	Pawprints newsletter, sign-in sheets, event program.	5/24/2018 quarterly
G3.B1.S3.A1 A369400	Students who have received CHARACTER COUNTS! recognition will attend an assembly and their parents...	Waldrop, Tina	8/14/2017	Sign-in sheets, flyers, agendas	5/24/2018 quarterly
G1.B1.S4.MA1 M397662	Student achievement will be monitored using iReady data.	Keffer, Rebecca	8/14/2017	Increase of student achievement through iReady and Florida Standard Assessment scores.	5/24/2018 quarterly
G1.B1.S4.MA1 M397663	Teacher presentation and understanding of student data.	Keffer, Rebecca	8/14/2017	Data dialog agenda, notes, and sign-in sheets.	5/24/2018 quarterly
G1.B1.S4.A1 A369393	Grade level data and dialog meetings.	Keffer, Rebecca	8/7/2017	Agendas, meeting notes, and student outcomes	5/24/2018 quarterly
G2.B1.S4.MA1 M397671	Student achievement will be monitored using Discovery Education data.	Keffer, Rebecca	8/14/2017	Increase of student achievement through Discovery Education and Florida Standards Assessment scores.	5/24/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S4.MA1  M397672	Teacher presentation and understanding of student data	Keffer, Rebecca	8/14/2017	Data and dialogue agenda, notes, and sign-in sheets.	5/24/2018 quarterly
G2.B1.S4.A1  A369397	Classroom teachers will participate in grade level data and dialog meetings.	Keffer, Rebecca	8/7/2017	Data and Dialogue agenda, notes, and sign-in sheet.	5/24/2018 quarterly
G3.B1.S4.MA1  M397680	Increase of attendance of parent involvement activities.	Waldrop, Tina	8/14/2017	Sign-in sheets, flyers, agendas	5/24/2018 monthly
G3.B1.S4.MA1  M397681	Parent involvement activities will be held throughout the year.	Waldrop, Tina	8/14/2017	Sign-in sheets, flyers, agendas	5/24/2018 monthly
G3.B1.S4.A1  A369401	Parent involvement activities and assemblies will be held throughout the school year to encourage...	Waldrop, Tina	8/14/2017	Sign-in sheets, flyers, agendas	5/24/2018 monthly

V. Professional Development Opportunities

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

G1. All teachers will collaboratively establish expectations of high quality ELA instruction and student feedback to consistently meet those expectations in their classrooms

G1.B1 Alignment of rigorous common formative assessments and expectations throughout all grade levels that allow student proficiency and deficiencies to be revealed.

G1.B1.S1 Professional development will be provided for all teachers on using data and knowledge of standards to collaboratively develop and analyze common formative assessments.

PD Opportunity 1

Teachers will be provided professional development in developing and analyzing common formative assessments.

Facilitator

Stephanie Evans

Participants

Classroom teachers and support staff

Schedule

Monthly, from 8/14/2017 to 5/24/2018

G1.B1.S2 Common grading strategies and expectations will be developed and provided by administration.

PD Opportunity 1

Professional development will be provided to all classroom teachers.

Facilitator

Rebecca Keffer

Participants

All classroom teachers

Schedule

Quarterly, from 9/5/2017 to 5/24/2018

G1.B1.S3 Continued professional development on Collaborative Classroom programs.

PD Opportunity 1

Classroom teachers will be provided with professional learning opportunities, model lessons, as well as additional program extensions.

Facilitator

Stephanie Evans

Participants

All classroom teachers

Schedule

Every 2 Months, from 9/5/2017 to 5/24/2018

G1.B1.S4 Classroom teachers will participate in grade level data and dialog meetings.

PD Opportunity 1

Grade level data and dialog meetings.

Facilitator

Rebecca Keffer

Participants

Classroom teachers

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

G2. All teachers will collaboratively establish expectations of high quality math instruction and student feedback to consistently meet those expectations in their classrooms.

G2.B1 Common language and expectations throughout all grade levels for quality math instruction and assessment.

G2.B1.S1 All teachers will attend job-embedded math professional development.

PD Opportunity 1

Teachers will attend math professional development aimed at aligning expectations for high quality math instruction and assessment.

Facilitator

Rebecca Keffer

Participants

All classroom teachers

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

G2.B1.S2 Identified teachers will receive instructional coaching in providing high quality math instruction and assessment.

PD Opportunity 1

Identified teachers will receive instructional coaching in providing high quality math instruction and assessment.

Facilitator

Rebecca Keffer

Participants

Identified Classroom Teachers

Schedule

Monthly, from 8/14/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will be provided professional development in developing and analyzing common formative assessments.				\$0.00
2	G1.B1.S2.A1	Professional development will be provided to all classroom teachers.				\$0.00
3	G1.B1.S3.A1	Classroom teachers will be provided with professional learning opportunities, model lessons, as well as additional program extensions.				\$0.00
4	G1.B1.S4.A1	Grade level data and dialog meetings.				\$0.00
5	G2.B1.S1.A1	Teachers will attend math professional development aimed at aligning expectations for high quality math instruction and assessment.				\$0.00
6	G2.B1.S2.A1	Identified teachers will receive instructional coaching in providing high quality math instruction and assessment.				\$0.00
7	G2.B1.S3.A1	When planning math instruction, teachers will use the "Checklist for Planning Math Instruction", provided during Math professional development, and share plans with administration.				\$0.00
8	G2.B1.S4.A1	Classroom teachers will participate in grade level data and dialog meetings.				\$0.00
9	G3.B1.S1.A1	PBIS incentives and positive parent communications will be use to encourage parental involvement.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0331 - Osceola Elementary School	Other		\$400.00
			<i>Notes: Classroom and school incentives and Character Counts will be provided by funds from PTO.</i>			
10	G3.B1.S2.A1	Parent conferences will be held at least once a year.				\$0.00
11	G3.B1.S3.A1	Students who have received CHARACTER COUNTS! recognition will attend an assembly and their parents will be invited to attend the end of year celebration.				\$0.00
12	G3.B1.S4.A1	Parent involvement activities and assemblies will be held throughout the school year to encourage parents to attend and become involved in the school culture.				\$0.00
					Total:	\$400.00