



Pam Stewart, Commissioner

2013-2014 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

49 - Osceola

Mrs. Melba Luciano, Superintendent
Ella Thompson, Region 3 Executive Director

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District Improvement Planning

District Leadership Team

Provide the following contact information for each member of the district leadership team, including the position dedicated to leading the turnaround effort at the district level.:

Mr. Michael Allen

Title Assistant superintendent of Middle School Curriculum and Instruction

Email allenmi@osceola.k12.fl.us

Phone 407-870-4600

Function & Responsibility Provide curriculum and instructional leadership for the administration and coordination of programs and services for middle school levels.

Dr. Lissette Brizendine

Title Assistant Superintendent of Elementary Curriculum and Instruction

Email brizendl@osceola.k12.fl.us

Phone 407-870-4600

Function & Responsibility Provide curriculum and instructional leadership for the administration and coordination of programs and services for elementary school levels.

Mrs. Yanelys Ballard

Title School improvement Coordinator for Turnaround Schools

Email ballardy@osceola.k12.fl.us

Phone 407-870-4600

Function & Responsibility To implement, monitor, and evaluate school improvement initiatives to ensure improved student achievement in targeted schools and their feeder patterns.

Mrs. Sandra Davenport

Title School Improvement Coordinator/MTSS

Email davenpos@osceola.k12.fl.us

Phone 407-870-4600

Function & Responsibility Oversee the planning, development, implementation and evaluation of the district's school improvement planning process, school advisory council (SAC), and multi-tiered support system/RtI.

Plan Development

Summarize the process used to write this plan including how parents, school staff, and others were involved. If applicable, describe the Community Assessment Team's (CAT) role in the development of this plan, pursuant to Section 1008.345(6)(d)

The development of the District Improvement and Assistance Plan is in alignment with the District's Goals and Strategic Plan. The Focus Areas were presented to district level and school level administrators during the Leadership Academy. Goal one states "Increase student achievement in all academic areas as measured by statewide assessments. Increase the number of "A" schools, increase by 5% the number of schools improving their school letter grade, and ensure all school grades are "C" or higher". Input was received from all areas; parents provided input during the Superintendent's SAC Cadre Meeting and teachers and staff during pre-planning. Comments, suggestions, and revisions are in progress based on these comments. This process will guide the district improvement problem-solving and planning process throughout the year and help identify and organize strategies and resources that will lead to increased student achievement at the school. In Osceola County, we have one identified Focus school, however, data has been disaggregated and district assistance and resources have been allocated based on school needs. The district leadership team, along with the Region III Director and school principals from the identified schools will have ongoing meetings to discuss progress of the plan. Parents will be informed on the school and district support through parent meetings as conducted by their School Advisory Council.

MTSS/RtI**Describe your district's data-based problem-solving processes for the implementation and monitoring of your DIAP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

This year, Osceola County has purchased STAR Enterprise as our progress monitoring tool in reading and math. District requirement is to progress monitor at least four times a year. Schools are encouraged to assess more times as needed, in particular for Tier 2 and Tier 3 students. STAR produces a variety of detailed reports including groupings of students based on mastery of skills. Teachers have access to all information to foster differentiated instruction and intervention of individual student needs. Based on the data received, effectiveness of our MTSS structures will be addressed at the school and district level. The district MTSS leadership team meets monthly and monitoring our DIAP will be analyzed for effectiveness based on the quarterly data gathered from STAR, as well as other in-house assessments we have in place for science, social studies, and writing.

Describe the function and responsibility of each member of the district leadership team as it relates to MTSS and DIAP.

The Assistant Superintendents in all levels (elementary, middle, and high) oversee all aspects of MTSS and DIAP. Their names are as follows: Ms. Pamela Tapley, Assistant Superintendent of Curriculum and Instruction for High Schools, Mr. Michael Allen, Assistant Superintendent of Curriculum and Instruction for Middle Schools and Dr. Lissette Brizendine, Assistant Superintendent of Curriculum and Instruction for Elementary Schools. Mrs. Sandra Davenport is the School Improvement and MTSS Coordinator and Mrs. Yanelys Ballard is the School Improvement Coordinator for DA Schools. Collaboratively, effectiveness of the systems in place for MTSS are analyzed as well as the monitoring of the DIAP.

Describe the systems in place the leadership team uses to monitor the district's MTSS and DIAP

The systems to determine effectiveness of our district's MTSS and DIAP involve analysis of progress monitoring data as provided by quarterly assessments utilizing STAR Enterprise for reading and math, as well as assessments created in other tested areas in science, social studies, and writing. Strategic training sessions have been conducted for our instructional coaches and school level administrators. On-going training in data analysis and effective instructional uses has been scheduled. Once data is available, the district leadership team will present the data during the district's monthly leadership meetings. School walkthroughs are scheduled for fidelity of proper implementation and data chats will be conducted at the administrative, school, and classroom level.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)

Osceola County has in place several data sources and management systems. Through the use of the Osceola Data Management System (ODMS), schools can access attendance, academic, and behavioral data, not only at the student level but at the school and district level as well. We are currently devising a new query that will provide us with Early warning System data, along with Annual Measurable Objective data. We also have assessment data analysis through Data Director. Schools may utilize this software to create common assessments, link the questions to particular benchmarks and analyze the data to identify weakness and provide re-teach opportunities for students not demonstrating mastery. STAR Enterprise will also provide progress monitoring capabilities as well as remediation resources for students. Teachers are encouraged to utilize these resources provided as instructional tools to enhance the learning environment and meet the needs of their students. Based on the data gathered, trends and patterns will be identified; resources will be allocated in direct proportion to student needs.

Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving

Through the guidance of the School improvement Coordinator, new MTSS forms have been devised and training has been provided to all MTSS coaches at the school level. The School improvement Coordinator will be facilitating routine meetings with the MTSS coach at each school, as well as provide support and assistance during MTSS meetings at school sites. Her focus will include, but not limited to; educating school based personnel on the impact of MTSS as a continuum of integrated academic and behavior supports reflecting the need for students. These needs include differentiated instruction and support at various tier levels. Students needing instructional intervention beyond what is administered as whole group instruction are provided with targeted, supplemental interventions delivered in small groups or individually. The School improvement Coordinator will guide data-based problem-solving to integrate academic and behavioral instruction and intervention. The data collected at each tier will be used to measure the efficacy of the interventions. The School Improvement Coordinator has also provided training to all elementary and middle school math and literacy coaches in the effective use of STAR Enterprise and the data provided for student support. This is an ongoing process that will be continued as the school year progresses.

Describe the plan for "increased learning time" or "extended day" as defined in paragraph (2)(m) of Rule 6A-1.099811, F.A.C., in your district's Priority schools. Include a description of the specific activities and number of total minutes each will contribute

Osceola County does not have any Priority schools.

Alignment of Strategies and Resources

Strategies and Support

AMO Data:

AMO Target: Reading, All Students (Target: 61, Actual: 54)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

With the exception of American Indian subgroup performance in math, none of our subgroups met target scores in both reading and math. Major disparities were identified in our Students with Disabilities and English Language Learner subgroups. Building academic vocabulary is a prime focus for Osceola County this upcoming school year. SDOC has contracted consultants from Marzano Research Lab to conduct district wide workshops in building academic vocabulary. During the 2004–05 school year, an evaluation study was conducted of the Building Academic Vocabulary (BAV) program. The findings from this study, reported in the document Marzano Program for Building Academic Vocabulary: Preliminary Report of the 2004–2005 Evaluation Study (Marzano, 2005), found that students who participated in the BAV program exhibited greater ability to read and understand grade-appropriate materials in mathematics, science, and general literacy than their nonparticipating counterparts. This report addresses the findings for a subsample of students involved in the study—those classified as English Language Learners (ELLs) and those classified as eligible for free and reduced lunch (FRL). (Marzano Research Lab, Marzano Program for Building Academic Vocabulary: Supplemental Report of Effects on Specific Subgroups FRL & ELL Students, 2006)

Conducting Lesson Study through PLCs is a primary focus for this upcoming school year. The district has provided guidelines for PLC expectations, with one of them being data analysis and action. Numerous research and articles in the effectiveness on PLC may be found at the website All Things PLC (<http://www.allthingsplc.info/articles/articles.php>). The School District of Osceola County has assigned a District Resource Specialist that will be working hands-on with schools to facilitate the process of effective PLC and Lesson Study implementation. Support documents and guidance protocols have been created, along with professional development opportunities for teachers and administrators. Teachers are expected to analyze and discuss data and best practices that meet their students' needs.

Focusing on academic vocabulary and effective PLCs will assist with all subgroups in our districts to meet their AMO targets. SDOC plans to monitor this progress utilizing our district-wide formative assessments and maintaining ongoing dialogue in the process during the monthly district leadership meetings, as well as school level meetings with administrators and teachers. Data chats will be an integral part in assessing the progress of all our subgroups, as well as PLC and classroom walkthrough schedules.

In the past, Secondary Curriculum and Instruction included high, middle and combination schools. The School District of Osceola County has newly created a middle school department. Headed by the Assistant Superintendent of Middle Schools, resource teachers in the areas of reading/language arts, math, science, and literacy will be integral in providing support and guidance to our middle and combination schools.

Why did the previous plan not sufficiently meet these needs?

In years past, we have not had a comprehensive progress monitoring tool implemented in both reading and math that can provide detailed analysis in the gaps students have in their learning. This school year, SDOC has purchased STAR Enterprise for reading and math. As a district, we have taken strategic approach in properly implementing this tool with set expectations and trainings from all levels of staff. This tool will help in identify students and the needs in their instruction to close the gaps. We anticipate a primary gap to be academic vocabulary. In the past, teachers would identify their own vocabulary words to use with their students, so a defragmented level of vocabulary was created. With the assistance of Marzano Research Lab consultants, SDOC is taking a proactive approach to identify high yield vocabulary that will be identified district-wide. PLCs in the past have not had the tools that will be in place this year, such as progress monitoring data and a district level Lesson Study/PLC

Specialist. The addition of a newly created middle school department will also provide support and guidance at the district level that has not been present in the past. The coordination of these efforts will help meet the needs of all our students.

AMO Target: Mathematics, All Students (Target: 56, Actual: 51)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

SDOC has contracted with Math Solutions to provide on-going hands on training to teachers in grades 2-8. The professional development will focus on effective math instructional practices: Year One Focus Students will share their mathematical thinking and reasoning in math class and listen to and respect the thinking of their classmates. Students will participate in discussions that illustrate their mathematical thinking and reasoning. Students will respond to higher-level questions using mathematical thinking and reasoning.

Levels of support range from whole district professional development, to one on one in the classroom modeling. The Middle School Curriculum and Instruction Department has added a Math Resource Teacher to provide additional professional development, classroom modeling, and a defined scope and sequence with sample lessons and resources. Schools will increase the number of Intensive Math Courses for struggling students at all middle schools; the Math Resource Teacher will also support this endeavor with materials, resources, and classroom structures conducive to differentiation and high engagement of students.

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AMO Target: Reading, American Indian (Target: 58, Actual: 56)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

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AMO Target: Reading, Asian (Target: 75, Actual: 72)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

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AMO Target: Mathematics, Asian (Target: 75, Actual: 74)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

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AMO Target: Reading, Black/African American (Target: 53, Actual: 46)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

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AMO Target: Mathematics, Black/African American (Target: 47, Actual: 41)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

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AMO Target: Reading, Economically Disadvantaged (Target: 55, Actual: 48)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

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Focusing on academic vocabulary and effective PLCs will assist with all subgroups in our districts to meet their AMO targets. SDOC plans to monitor this progress utilizing our district-wide formative assessments and maintaining ongoing dialogue in the process during the monthly district leadership meetings, as well as school level meetings with administrators and teachers. Data chats will be an integral part in assessing the progress of all our subgroups, as well as PLC and classroom walkthrough schedules.

In the past, Secondary Curriculum and Instruction included high, middle and combination schools. The School District of Osceola County has newly created a middle school department. Headed by the Assistant Superintendent of Middle Schools, resource teachers in the areas of reading/language arts, math, science, and literacy will be integral in providing support and guidance to our middle and combination schools.

Why did the previous plan not sufficiently meet these needs?

In years past, we have not had a comprehensive progress monitoring tool implemented in both reading and math that can provide detailed analysis in the gaps students have in their learning. This school year, SDOC has purchased STAR Enterprise for reading and math. As a district, we have taken strategic approach in properly implementing this tool with set expectations and trainings from all levels of staff. This tool will help in identify students and the needs in their instruction to close the gaps. We anticipate a primary gap to be academic vocabulary. In the past, teachers would identify their own vocabulary words to use with their students, so a defragmented level of vocabulary was created. With the assistance of Marzano Research Lab consultants, SDOC is taking a proactive approach to identify high yield vocabulary that will be identified district-wide. PLCs in the past have not had the tools that will be in place this year, such as progress monitoring data and a district level Lesson Study/PLC

Specialist. The addition of a newly created middle school department will also provide support and guidance at the district level that has not been present in the past. The coordination of these efforts will help meet the needs of all our students.

AMO Target: Mathematics, Economically Disadvantaged (Target: 51, Actual: 45)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

SDOC has contracted with Math Solutions to provide on-going hands on training to teachers in grades 2-8. The professional development will focus on effective math instructional practices: Year One Focus Students will share their mathematical thinking and reasoning in math class and listen to and respect the thinking of their classmates. Students will participate in discussions that illustrate their mathematical thinking and reasoning. Students will respond to higher-level questions using mathematical thinking and reasoning.

Levels of support range from whole district professional development, to one on one in the classroom modeling. The Middle School Curriculum and Instruction Department has added a Math Resource Teacher to provide additional professional development, classroom modeling, and a defined scope and sequence with sample lessons and resources. Schools will increase the number of Intensive Math Courses for struggling students at all middle schools; the Math Resource Teacher will also support this endeavor with materials, resources, and classroom structures conducive to differentiation and high engagement of students.

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AMO Target: Reading, English Language Learners (Target: 40, Actual: 30)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

With the exception of American Indian subgroup performance in math, none of our subgroups met target scores in both reading and math. Major disparities were identified in our Students with Disabilities and English Language Learner subgroups. Building academic vocabulary is a prime focus for Osceola County this upcoming school year. SDOC has contracted consultants from Marzano Research Lab to conduct district wide workshops in building academic vocabulary. During the 2004–05 school year, an evaluation study was conducted of the Building Academic Vocabulary (BAV) program. The findings from this study, reported in the document Marzano Program for Building Academic Vocabulary: Preliminary Report of the 2004–2005 Evaluation Study (Marzano, 2005), found that students who participated in the BAV program exhibited greater ability to read and understand grade-appropriate materials in mathematics, science, and general literacy than their nonparticipating counterparts. This report addresses the findings for a subsample of students involved in the study—those classified as English Language Learners (ELLs) and those classified as eligible for free and reduced lunch (FRL). (Marzano Research Lab, Marzano Program for Building Academic Vocabulary: Supplemental Report of Effects on Specific Subgroups FRL & ELL Students, 2006)

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AMO Target: Mathematics, English Language Learners (Target: 41, Actual: 31)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

SDOC has contracted with Math Solutions to provide on-going hands on training to teachers in grades 2-8. The professional development will focus on effective math instructional practices: Year One Focus Students will share their mathematical thinking and reasoning in math class and listen to and respect the thinking of their classmates. Students will participate in discussions that illustrate their mathematical thinking and reasoning. Students will respond to higher-level questions using mathematical thinking and reasoning.

Levels of support range from whole district professional development, to one on one in the classroom modeling. The Middle School Curriculum and Instruction Department has added a Math Resource Teacher to provide additional professional development, classroom modeling, and a defined scope and sequence with sample lessons and resources. Schools will increase the number of Intensive Math Courses for struggling students at all middle schools; the Math Resource Teacher will also support this endeavor with materials, resources, and classroom structures conducive to differentiation and high engagement of students.

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AMO Target: Reading, Hispanic (Target: 55, Actual: 48)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

With the exception of American Indian subgroup performance in math, none of our subgroups met target scores in both reading and math. Major disparities were identified in our Students with Disabilities and English Language Learner subgroups. Building academic vocabulary is a prime focus for Osceola County this upcoming school year. SDOC has contracted consultants from Marzano Research Lab to conduct district wide workshops in building academic vocabulary. During the 2004–05 school year, an evaluation study was conducted of the Building Academic Vocabulary (BAV) program. The findings from this study, reported in the document Marzano Program for Building Academic Vocabulary: Preliminary Report of the 2004–2005 Evaluation Study (Marzano, 2005), found that students who participated in the BAV program exhibited greater ability to read and understand grade-appropriate materials in mathematics, science, and general literacy than their nonparticipating counterparts. This report addresses the findings for a subsample of students involved in the study—those classified as English Language Learners (ELLs) and those classified as eligible for free and reduced lunch (FRL). (Marzano Research Lab, Marzano Program for Building Academic Vocabulary: Supplemental Report of Effects on Specific Subgroups FRL & ELL Students, 2006)

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Specialist. The addition of a newly created middle school department will also provide support and guidance at the district level that has not been present in the past. The coordination of these efforts will help meet the needs of all our students.

AMO Target: Mathematics, Hispanic (Target: 51, Actual: 45)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

SDOC has contracted with Math Solutions to provide on-going hands on training to teachers in grades 2-8. The professional development will focus on effective math instructional practices: Year One Focus Students will share their mathematical thinking and reasoning in math class and listen to and respect the thinking of their classmates. Students will participate in discussions that illustrate their mathematical thinking and reasoning. Students will respond to higher-level questions using mathematical thinking and reasoning.

Levels of support range from whole district professional development, to one on one in the classroom modeling. The Middle School Curriculum and Instruction Department has added a Math Resource Teacher to provide additional professional development, classroom modeling, and a defined scope and sequence with sample lessons and resources. Schools will increase the number of Intensive Math Courses for struggling students at all middle schools; the Math Resource Teacher will also support this endeavor with materials, resources, and classroom structures conducive to differentiation and high engagement of students.

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AMO Target: Reading, Students With Disabilities (Target: 38, Actual: 24)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

With the exception of American Indian subgroup performance in math, none of our subgroups met target scores in both reading and math. Major disparities were identified in our Students with Disabilities and English Language Learner subgroups. Building academic vocabulary is a prime focus for Osceola County this upcoming school year. SDOC has contracted consultants from Marzano Research Lab to conduct district wide workshops in building academic vocabulary. During the 2004–05 school year, an evaluation study was conducted of the Building Academic Vocabulary (BAV) program. The findings from this study, reported in the document Marzano Program for Building Academic Vocabulary: Preliminary Report of the 2004–2005 Evaluation Study (Marzano, 2005), found that students who participated in the BAV program exhibited greater ability to read and understand grade-appropriate materials in mathematics, science, and general literacy than their nonparticipating counterparts. This report addresses the findings for a subsample of students involved in the study—those classified as English Language Learners (ELLs) and those classified as eligible for free and reduced lunch (FRL). (Marzano Research Lab, Marzano Program for Building Academic Vocabulary: Supplemental Report of Effects on Specific Subgroups FRL & ELL Students, 2006)

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AMO Target: Mathematics, Students With Disabilities (Target: 38, Actual: 26)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

SDOC has contracted with Math Solutions to provide on-going hands on training to teachers in grades 2-8. The professional development will focus on effective math instructional practices: Year One Focus Students will share their mathematical thinking and reasoning in math class and listen to and respect the thinking of their classmates. Students will participate in discussions that illustrate their mathematical thinking and reasoning. Students will respond to higher-level questions using mathematical thinking and reasoning.

Levels of support range from whole district professional development, to one on one in the classroom modeling. The Middle School Curriculum and Instruction Department has added a Math Resource Teacher to provide additional professional development, classroom modeling, and a defined scope and sequence with sample lessons and resources. Schools will increase the number of Intensive Math Courses for struggling students at all middle schools; the Math Resource Teacher will also support this endeavor with materials, resources, and classroom structures conducive to differentiation and high engagement of students.

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AMO Target: Reading, White (Target: 72, Actual: 66)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

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AMO Target: Mathematics, White (Target: 67, Actual: 64)**What does research suggest about the specific learning needs of this subgroup not meeting target?**

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Additional Data:

Additional Target: Mathematics, American Indian

What does research suggest about the specific learning needs of this subgroup?

SDOC has contracted with Math Solutions to provide on-going hands on training to teachers in grades 2-8. The professional development will focus on effective math instructional practices: Year One Focus Students will share their mathematical thinking and reasoning in math class and listen to and respect the thinking of their classmates. Students will participate in discussions that illustrate their mathematical thinking and reasoning. Students will respond to higher-level questions using mathematical thinking and reasoning.

Levels of support range from whole district professional development, to one on one in the classroom modeling. The Middle School Curriculum and Instruction Department has added a Math Resource Teacher to provide additional professional development, classroom modeling, and a defined scope and sequence with sample lessons and resources. Schools will increase the number of Intensive Math Courses for struggling students at all middle schools; the Math Resource Teacher will also support this endeavor with materials, resources, and classroom structures conducive to differentiation and high engagement of students.

At the middle and high school level, SDOC has contracted Tim Kanold and Julie Dixon to provide professional development to our math teachers and instructional coaches in effective math practices in the classrooms.

Conducting Lesson Study through PLCs is a primary focus for this upcoming school year. The district has provided guidelines for PLC expectations, with one of them being data analysis and action. Numerous research and articles in the effectiveness on PLC may be found at the website All Things PLC (<http://www.allthingsplc.info/articles/articles.php>). The School District of Osceola County has assigned a District Resource Specialist that will be working hands-on with schools to facilitate the process of effective PLC and Lesson Study implementation. Support documents and guidance protocols have been created, along with professional development opportunities for teachers and administrators. Teachers are expected to analyze and discuss data and best practices that meet their students' needs.

Focusing on conceptual mathematical instructional practices and effective PLCs will assist with all subgroups in our districts to meet their AMO targets. SDOC plans to monitor this progress utilizing our district-wide formative assessments and maintaining ongoing dialogue in the process during the monthly district leadership meetings, as well as school level meetings with administrators and teachers. Data chats will be an integral part in assessing the progress of all our subgroups, as well as PLC and classroom walkthrough schedules.

Why did the previous plan not sufficiently meet these needs?

Mathematical practices have been focused on algorithm processes, rather than conceptual understanding of mathematics. Including Math Talks into daily practice has not been a trend that has been prevalent in most schools. In addition, we have not had a comprehensive progress monitoring tool implemented in math that can provide detailed analysis in the gaps students have in their learning. This school year, SDOC has purchased STAR Enterprise for math, as well as reading. As a district, we have taken strategic approach in properly implementing this tool with set expectations and training at all levels of staff. This tool will help in identify students and the needs in their instruction to close the gaps. PLCs in the past have not had the tools that will be in place this year, such as progress monitoring data and a district level Lesson Study/PLC Specialist. The addition of a newly created middle school department will also provide support and guidance at the district level that has not been present in the past. The coordination of these efforts will help meet the needs of all our students.

Goals Summary

- G1.** Increase student achievement in all academic areas as measured by statewide assessments. Increase the number of "A" schools, increase by 5% the number of schools improving their school letter grade, and ensure all school grades are "C" or higher.

Goals Detail

G1. Increase student achievement in all academic areas as measured by statewide assessments. Increase the number of "A" schools, increase by 5% the number of schools improving their school letter grade, and ensure all school grades are "C" or higher.

Targets Supported

- All Areas
- Reading (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)
- Math (All Students, American Indian, Asian, Black/African American, Hispanic, White, English-Language Learners, Students with Disabilities, Economically Disadvantaged, Other Subgroup)

Resources Available to Support the Goal

- STAR Enterprise progress monitoring data for K-8 reading and math and district-wide formative assessments created through Data Director for item analysis.
- Math Solutions for all elementary and middle schools.
- Newly created district middle school department.
- Formative assessments
- District led reflective visits
- Instructional pacing guides
- Training facilities

Targeted Barriers to Achieving the Goal

- Training and implementation of STAR

Plan to Monitor Progress Toward the Goal

Increase student achievement in reading and math

Person or Persons Responsible

District Level Administrators

Target Dates or Schedule:

Every nine weeks and end of year

Evidence of Completion:

FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement in all academic areas as measured by statewide assessments. Increase the number of "A" schools, increase by 5% the number of schools improving their school letter grade, and ensure all school grades are "C" or higher.

G1.B1 Training and implementation of STAR

G1.B1.S1 Phased training

Action Step 1

Provide a phased training schedule for different levels of users. Begin with administrators, then instructional coaches, then teachers.

Person or Persons Responsible

School Improvement Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

PD log and sign in sheets

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

STAR implementation for instructional practice

Person or Persons Responsible

School Improvement Coordinator

Target Dates or Schedule

Fidelity visits

Evidence of Completion

Student evidence and groupings

Plan to Monitor Effectiveness of G1.B1.S1

Increase student achievement in STAR reports

Person or Persons Responsible

School improvement Coordinator

Target Dates or Schedule

Every nine weeks

Evidence of Completion

STAR Reports

Alignment of Needs and Resources

Based on school and student performance data at your Focus and Priority schools, describe the process the district will use to align strategies, initiatives, and resources to ensure schools demonstrating the greatest need receive the highest percentage of resources

The School District of Osceola County has prioritized the level of support given to school based on state assessment results in points earned, not necessarily the school letter grade. This level of support will range in various forms, from routine reflective visits to training and professional development offered by district resource specialists. Meeting dates with principals at the identified high needs schools is in the process of being set and Differentiated Accountability support has been requested and granted. The dates of support are also in progress.

Reading Resources

The district has an approved K-12 Comprehensive Researched-Based Reading Plan

Yes

Web Address:

http://app1.fldoe.org/Reading_Plans/Narrative/CompleteReport1415.aspx?DID=49

Writing Resources

List and describe the core and supplemental writing programs the district will use at the elementary, middle, and high school levels:

Core Connections

School District of Osceola County will continue use of Osceola Writes as our progress monitoring tool at all levels of the district. We will also continue with Core Connections Professional Development to improve writing strategies and focus on infusing reading and writing into all content areas. A new position in middle school for Content Area Literacy Specialist has been added. This position is tasked with providing guidance and support in integrating writing strategies in all content areas. Implementing a blended curriculum with the Common Core State Standards will also facilitate the writing process in all content areas. Training opportunities will be provided in utilizing the State's Writing Calibration Guide, as well as analyze the FCAT Writing 2.0 Anchor Papers for teacher reference in utilizing the Writing Rubric provided by the State of Florida, DOE.

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the writing programs listed above

Yes

Mathematics Resources

List and describe the core and supplemental mathematics programs the district will use at the elementary, middle, and high school levels:

Math Solutions

SDOC has contracted with Math Solutions to provide on-going hands on training to teachers in grades 2-8. The professional development will focus on effective math instructional practices: Year One Focus Students will share their mathematical thinking and reasoning in math class and listen to and respect the thinking of their classmates.

Students will participate in discussions that illustrate their mathematical thinking and reasoning.

Students will respond to higher-level questions using mathematical thinking and reasoning.

Levels of support range from whole district professional development, to one on one in the classroom modeling. Middle School has added a Math Resource Teacher to provide additional professional development, classroom modeling, and a defined scope and sequence with sample lessons and resources. Schools will increase the number of Intensive Math Courses for struggling students at all middle schools; the Math Resource Teacher will also support this endeavor with materials, resources, and classroom structures conducive to differentiation and high engagement of students.

At the middle and high school level, SDOC has contracted Tim Kanold and Julie Dixon to provide professional development to our math teachers and instructional coaches in effective math practices in the classrooms.

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the mathematics programs listed above

Yes

Science Resources

List and describe the core and supplemental science programs the district will use at the elementary, middle, and high school levels:

SDOC

The district science specialists have provided curriculum pacing guides as well as resources and professional development opportunities to integrate hands on and inquiry lab strategies in the classrooms for real world application of scientific principles. School sets of lab activities have been provided, as well as training in utilizing these sets. Ongoing training and support will be provided to all teachers in our district. The new Middle School Science Resource Teacher and Middle School Content Reading Specialist have developed and distributed a scope and sequence with sample labs, lessons, and lists of materials and resources. All resource teachers will provide on-going professional development as well as classroom coaching and modeling. An FCAT review spiral review of tested concepts has been instituted at all middle schools.

The district's master plan of inservice activities, created and submitted in accordance with Section 1012.98(4)(b)4., F.S., supports the science programs listed above

Yes

Curriculum Alignment and Pacing

The district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics, and science. Pacing guides will be made available upon request

Yes