



## Superintendent's Goals for Osceola Public Schools, 2008/2009

Osceola Public Schools will become a model district, nationally recognized for excellence not only in student achievement, but in all aspects of district operations. To achieve this distinction, it is important that common values are embraced by all entities. A laser-sharp focus on success for each student must be shared by everyone, along with respect for individual differences, pride in one's work, and a personal commitment to being the best that one can be.

With these common values, the following goals and strategies will become reality:

### 1. Increase the number of schools improving their school letter grade or maintain an "A" by 15 percent. This will be accomplished by immediate implementation of the following strategies.

- Increase the number of highly qualified reading teachers by providing incentives and training for earning the state-approved reading endorsement in middle and high schools.
- Appropriately schedule all level one and two reading students in middle and high school reading classes and provide technology support to intensive, developmental, and advanced reading with programs such as Read 180 and Compass.
- Implement support facilitation and co-teach for ESE students at all grade levels, in all schools with ongoing training and support from FIN.
- Implement pacing schedules, grade-level expectations, and benchmarks for use by K-8 teachers for reading, writing, mathematics, and science to be monitored at each site by the school's administration and/or department heads.
- Use SAI funds to provide extended school day/year interventions and remediation for students who are at risk of not acquiring one year's learning for one year of instruction.
- Increase enrollment in the summer VPK program by 100 percent while ensuring a total focus on increasing student readiness to enter and to successfully complete kindergarten.
- Implement an early intervention program funded by ESE and Title I to significantly increase on-grade-level readers and to reduce the number of minority students needing ESE services.
- Establish a districtwide calendar for periodic writing assessments of students at Grades 4, 8, and 10, collect data, and track student progress at each school and at the district-level.
- Implement a districtwide writing training program beginning in the summer of 2008 and continuing throughout the year.
- Require all K-12 language arts teachers understand the writing rubric by demonstrating accurate scoring of student writing in a training assessment.
- Provide instructional support for Algebra teachers to include pacing schedule, structured delivery model including lesson plans, unit tests, and materials for teacher training.
- Establish common course codes and criteria for scheduling students in appropriate mathematic classes in middle and high schools based on standardized test scores and schedule students in rigorous classes beginning in sixth grade.
- Include more pre-algebra concepts in M/J 1, 2, and 3 while continuing to focus on benchmarks for Sunshine State Standards for Grade 8 mathematics. Increase Algebra I enrollment by 10 percent.
- Require all Algebra I teachers to complete advanced training during the 2008/2009 school year or in the summer of 2009.
- Implement "***I Can Learn***" labs to assist students in understanding Algebra I mathematics concepts in middle and high schools. Establish a timeline and training for fall 2009 implementation.
- Provide science labs in all elementary schools for use by K-5 students, with an emphasis on using lab equipment, materials, and lessons that support and reinforce the Sunshine State Standards in science for the 2009/2010 school year.



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- Develop and conduct training for all K-8 science teachers and lab managers by the end of the 2008/2009 school year or in the summer of 2009.
- Implement an FCAT science pre-test for use with students at Grades 5, 8, and 11 to determine need for intervention prior to FCAT administration.
- Require that all Advanced Placement (AP) teachers successfully complete AP training to teach AP courses, with a minimum of 30 hours required every three years as part of the certification renewal process.
- Develop procedures to identify and increase number of students who have AP potential and enroll in AP or honor courses in each school for the 2009/2010 school year.
- Develop an implementation plan to expand AVID at the middle and high school grade levels.
- Inservice all secondary administrators and guidance counselors in use of the PSAT to potentially identify 9th graders with potential for enrollment in AP classes. Establish a timeline and procedures to administer PSAT to all 9th graders in fall 2009.
- Analyze results, by school, of the state required PSAT for 10th graders to predict AP enrollment needs in 11th grade.
- Establish an 8th grade recognition program for academically talented students and meet with them and their parents prior to their selection of high school courses.
- Develop a plan to expand the number of IB programs in the district to include a middle and elementary program.
- Increase the participation rates of SAT and/or ACT and prep programs to assist students with admission into college.
- Increase the number of students earning a 3 or above on AP exams to match the national average for 2009/2010 school year.
- Establish career cluster and advisory committees based on the local workforce in Osceola County
- Establish a three-year comprehensive career/technical expansion plan for each high school and TECO/PATHS to include teacher qualifications and training requirements
- Develop state-approved career/technical academies in which students are provided the opportunity to take a nationally recognized certification exam at the end of their training program.
- Establish a district attendance goal of 95 percent for all schools and develop an attendance incentive program at each school site.
- Develop IMPACT labs (GED/FCAT exit option) at select high schools for students not on schedule to graduate.
- Develop a "Compacting the Curriculum" program for over-aged middle and high school students to facilitate their articulation to their age-appropriate grade placement.
- Develop a district task force to assist schools in tracking students and providing educational options to students to result in a district graduation rate of 75 percent or higher.

### Stretch Goals:

- **Sixty-five percent of Osceola District schools will be graded "A" or "B" on the state grading system.**
- **No Osceola District school will be graded a "D" or "F" on the state grading system.**
- **Osceola District schools will have an attendance rate of 95 percent or higher.**
- **Graduation Rate for Osceola District schools will be 75 percent or higher.**



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**2. Invest in all employees by providing appropriate training each year. Beginning in 2008/2009, each non-instructional employee will attend at least one training related to their field of work. Instructional employees and administrators, along with district staff, will attend a minimum of two content specific trainings. Employees who are lifelong learners will strengthen the district and provide role models for students.**

- Provide safety, customer service, and necessary licensing training by the Office of Staff Development in cooperation with district leaders of each division and department for all non-instructional employees.
- Develop content area training by the Division of Curriculum and Instruction in cooperation with the Office of Staff Development.
- Implement leadership training for district administrators using nationally recognized experts.
- Provide intensive mentoring to new teachers or to those in need of assistance based on student outcome measure and administrator recommendation.
- Establish a recognition and reward system for employees who go above and beyond in their contributions to the success of Osceola Public Schools.
- Conduct exit interviews for all employees who leave the district to determine any areas of need.
- Establish an attendance recognition program for all employees to be administered by Human Resources.

**3. Provide a safe and caring environment throughout the district as measured by a reduction in the number of out-of-school suspensions and expulsions, beginning with the 2008/2009 school year.**

- Implement a districtwide mandatory school uniform plan.
- Establish a business liaison to provide uniforms for those students who cannot afford them.
- Establish a district taskforce to develop specific strategies to ensure safety throughout the district.
- Implement through the guidance counselor at each school, a program for students to self-refer themselves for assistance.
- Establish a teacher as mentor program at each school for those students most at risk academically or socially.
- Implement a character education program at each school site to reinforce appropriate behavior and interactions between students.
- Implement consistently a code of student conduct for all students K-adult.
- Conduct regular "town hall" meetings in all areas of the district to encourage parent participation in their student's education, providing refreshments, interpreters, and babysitting services to facilitate parents' attendance.

**4. Establish a culture of efficiency and fiscal responsibility as measured by having satisfactory audits in all divisions and by ensuring the appropriate use of funds to provide a sound educational environment, a trained workforce and an increased focus on student achievement.**

- Review all budget requests in light of the district's mission of increasing student achievement and safety.



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- Establish an employee suggestion program for increasing efficiency and/or cost savings.
- Conduct regular reviews of instructional materials purchased for schools to ensure they are being used as designed.
- Research the cost effectiveness of a district warehouse versus outsourcing of office, custodial, and other items currently inventoried in the district warehouse.
- Implement a GPS tracking system for all transportation routes to ensure the most cost-efficient route is taken.
- Provide ethics training for all employees as related to their area of responsibility.
- Monitor trend data for enrollment to ensure that construction is keeping pace with student growth.
- Plan for implementation of state-mandated requirements for class size reduction, noting personnel needs, classroom space, instructional materials, and transportation issues.
- Establish uniform staffing ratios at each level: elementary, middle, and high.

### **5. Use technology to increase communication and productivity as measured by a district-developed survey using 2008/2009 as the baseline data.**

- Design and install an interactive district website to be updated daily and one that is also viewed in Spanish.
- Implement a user-friendly data retrieval system for teachers and administrators to monitor student achievement.
- Establish electronic messaging systems for parent-school communication.
- Provide monthly updates to the media from the Superintendent's office.
- Provide important school news in Spanish to all sites for inclusion in their school newsletter to parents.
- Create and distribute graduation requirement brochures in multiple languages for use by schools.
- Provide community-oriented events, publications, and career fairs as a context for parent involvement and information access.
- Place all handbooks and frequently used forms on the district's internal communication system for easy access by personnel at the work site.
- Establish a districtwide electronic calendar to post major events to avoid schedule conflicts.

These goals are not the sum total of the district's focus for 2008/2009. However, the goals and strategies reflect major areas that are critical building blocks for our first year together. Effective goals and strategies evolve over time. It is critical that our district build upon the goals and strategies that will sustain us as a great district. Together, we all contribute in some way to the success of our district. Let's get to work, as failure is not an option for our students!

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