

School District of Osceola County, FL

# Osceola Science Charter School



2023-24

Schoolwide Improvement Plan (SIP)

---

**Table of Contents**

---

|  |           |
|--|-----------|
| <b>SIP Authority and Purpose</b>                                   | <b>3</b>  |
| <b>I. School Information</b>                                       | <b>6</b>  |
| <b>II. Needs Assessment/Data Review</b>                            | <b>17</b> |
| <b>III. Planning for Improvement</b>                               | <b>22</b> |
| <b>IV. ATSI, TSI and CSI Resource Review</b>                       | <b>29</b> |
| <b>V. Reading Achievement Initiative for Scholastic Excellence</b> | <b>29</b> |
| <b>VI. Title I Requirements</b>                                    | <b>0</b>  |
| <b>VII. Budget to Support Areas of Focus</b>                       | <b>0</b>  |

## Osceola Science Charter School

2849 N JOHN YOUNG PKWY, Kissimmee, FL 34741

<http://osceolascience.org/>

### School Board Approval

This plan was approved by the Osceola County School Board on 10/5/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections   | Title I Schoolwide Program                                      | Charter Schools        |
|--|---|------------------------|
| I-A: School Mission/Vision   |   | 6A-1.099827(4)(a)(1)   |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3)   |                        |
| I-E: Early Warning System  | ESSA 1114(b)(7)(A)(iii)(III)                                    | 6A-1.099827(4)(a)(2)   |
| II-A-C: Data Review  |   | 6A-1.099827(4)(a)(2)   |
| II-F: Progress Monitoring  | ESSA 1114(b)(3)   |                        |
| III-A: Data Analysis/Reflection                                    | ESSA 1114(b)(6)   | 6A-1.099827(4)(a)(4)   |
| III-B: Area(s) of Focus  | ESSA 1114(b)(7)(A)(i-iii)                                       |                        |
| III-C: Other SI Priorities   |   | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements   | ESSA 1114(b)(2, 4-5),<br>(7)(A)(iii)(I-V)-(B)<br>ESSA 1116(b-g) |                        |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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. The Department 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.

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

To provide students with a well-rounded elementary and middle school education with particular emphasis on (S.T.E.M) Science, Technology, Engineering, Mathematics, and Reading in the light of research-based, proven, and innovative instructional methods in a stimulating environment.

**Provide the school's vision statement.**

To empower all students with S.T.E.M education in a nurturing environment.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name               | Position Title | Job Duties and Responsibilities  |
|--------------------|----------------|--|
| Moon, Andrew       | Principal      | <p>The Principal leads the implementation of the mission and vision of the school, maintains high academic standards in curriculum, educational practices, student performance, and manages school facilities and finances, while creating a stable and nurturing school environment for faculty and students. The Principal provides strong organizational and instructional leadership that ensures high student outcomes. The Principal ensures staff understand, implement and model social emotional competencies that permeate all aspects of the school.</p>  |
| Johnston, Kimberly | Other          | <p>The Testing Coordinator performs a variety of professional, supervisory, technical, and administrative tasks in order to direct the administration of local, state, and national standardized testing of students in the school system. The Testing Coordinator is responsible for coordinating and supervising the district-wide implementation of local, state and national standardized testing programs which includes training the principal or principal's designee to serve as the school testing coordinator prior to each assessment. The Testing Coordinator also assists school staff with preparation for test administrations and is responsible for scanning and scoring local, state and national standardized tests, as applicable. The Testing Coordinator provides test results and consultation regarding the interpretation of test results in order to improve student achievement.</p> <ul style="list-style-type: none"> <li>-Manage all facets of achievement testing to include: storage, security, inventory, ordering, scheduling, delivery and pickup, scanning, scoring, pre-coding, test disposal, testing modifications, printing of scoring reports, and distribution of scoring reports to schools</li> <li>-Conduct special evaluations on issues identified for research</li> <li>-Provide appropriate training regarding test administration requirements for school audiences and curriculum and instruction staff</li> <li>-Assist annually with the district's strategic plan and the annual school improvement plan</li> <li>-Coordinate all testing and test-related activities that are a part of countywide testing program</li> <li>-Participate in the establishment of guidelines in the utilization of appropriate data for screening and placement of pupils in special programs; i.e. Title I, Academically Gifted and programs for students with exceptional needs</li> </ul> |

| Name | Position Title | Job Duties and Responsibilities   |
|------|----------------|---|
|      |                | <ul style="list-style-type: none"> <li>-Assist with reporting of each school's status/compliance with ABCs of Public Education and AYP for NCLB</li> <li>-Facilitate data exchange and communication with DPI Department of Accountability Services</li> <li>-Coordinate in developing short and long term planning for testing administration</li> <li>-Operate state developed software to support the testing program</li> </ul> |

The Director of Teaching and Learning plays a pivotal role within the Orlando Science Schools System, responsible for overseeing and guiding professional learning communities, educational strategies, and practices across multiple charter schools. This role collaborates closely with school leaders, teachers, and support staff to ensure that the educational programs within the charter school system align with our mission, goals, academic standards, and expectations.

#### Key Responsibilities:

##### 1. Curriculum Development and Implementation:

- Lead the continuous improvement of teaching and learning by enhancing teacher capacity and increase student achievement while adhering to state and national standards.
- Foster a culture of innovation and best practices by collaborating with school leaders and teachers.
- Promote STEM Education and Academic / Competitive Teams across all campuses and grade levels.

##### 2. Professional Development:

- Design and execute professional development programs for teachers and staff, enhancing their instructional skills and knowledge.
- Provide ongoing coaching and support to educators to elevate teaching practices.

##### 3. Assessment and Data Analysis:

- Oversee the development and administration of assessments to measure student progress and program effectiveness.
- Analyze assessment data to identify trends and opportunities for improvement.

##### 4. Instructional Support:

- Collaborate closely with school leaders to identify areas for improvement in teaching and learning and develop action plans for enhancement.
- Work with teachers to design and implement differentiated instruction

Salgado,  
Eric      Other



| Name            | Position Title      | Job Duties and Responsibilities  |
|-----------------|---------------------|--|
|                 |                     | <p>strategies to cater to diverse student needs.</p> <p>5. Educational Leadership:</p> <ul style="list-style-type: none"> <li>· Provide visionary leadership in developing and executing the charter school system's educational goals and objectives.</li> <li>· Foster a culture of high expectations, accountability, and continuous improvement throughout the organization.</li> </ul>  |
| Snell, Jennifer | Assistant Principal | <p>To assist the principal in the operation and management of all activities and functions which occur within the school. To assist the principal in all aspects of student achievement, instructional leadership, organizational leadership as well as HR related items related that supports new hire/recruiting process, along with enforcing handbook policies and procedures. To serve as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the public. Assume full responsibility of the school when the Principal is absent from the building.</p> <ul style="list-style-type: none"> <li>-Building, establishing, and maintaining an effective, positive, and engaging learning climate in the school by overseeing the implementation of character education, Social Emotional Practices and school wide events and incentives for teachers, staff, and students.</li> <li>-Responsible for establishing a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan</li> <li>-Responsible for observing, evaluating, monitoring, and provide timely feedback to faculty on the effectiveness of instruction and classroom management.</li> <li>-Recognize and use diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning</li> <li>-Responsible for developing sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders</li> <li>-Identify and cultivate potential and emerging leaders and empower others and distribute leadership when appropriate</li> <li>-Assist in the development and implementation of an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.</li> <li>-Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards, effective instruction, and student performance.</li> <li>-Assist in the implementation of the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high-quality formative and interim assessments.</li> <li>-Generate a focus on student and professional learning in the school that is</li> </ul> |

| Name              | Position Title      | Job Duties and Responsibilities  |
|-------------------|---------------------|--|
|                   |                     | <p>clearly lined to the system-wide strategic objectives and the School Improvement Plan.</p> <ul style="list-style-type: none"> <li>-Assist in establishing and monitoring a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning.</li> <li>-Assist with supporting continuous improvement processes focused on the students' opportunities for success and well-being.</li> <li>-Engage faculty in recognizing issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.</li> </ul>  |
| Stangl, Christina | Assistant Principal | <p>Assist the Principal in ensuring continuous improvement in measurable student performance and achievement, customer satisfaction, performance management, and compliance. Assist the Principal in the overall administration and operation of the school.</p> <ul style="list-style-type: none"> <li>-Assist in achieving results on the school's goals and demonstrate that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.</li> <li>-Enable faculty and staff to work as a system focused on student learning and engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</li> <li>-Facilitate a school climate that supports student engagement in learning and generates high expectations for learning growth by all students.</li> <li>-Assist in the development and implementation of an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.</li> <li>-Engage in data analysis for instructional planning and improvement and communicate the relationships among academic standards, effective instruction, and student performance.</li> <li>-Assist in the implementation of the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensure the appropriate use of high-quality formative and interim assessments.</li> <li>-Generate a focus on student and professional learning in the school that is clearly lined to the system-wide strategic objectives and the School Improvement Plan.</li> <li>-Assist in establishing and monitoring a school learning environment that improves learning for a diverse student population and maintains a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning.</li> <li>-Assist with supporting continuous improvement processes focused on the students' opportunities for success and well-being.</li> <li>-Engage faculty in recognizing issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.</li> <li>-Use critical thinking and problem-solving techniques to define problems,</li> </ul> |

| Name           | Position Title      | Job Duties and Responsibilities   |
|----------------|---------------------|---|
|                |                     | <p>identify solutions, and evaluate decision for effectiveness.</p> <p>-Promote teacher-leadership functions focused on instructional proficiency and student learning.</p>   |
| Cimen, Ibrahim | Instructional Coach | <p>The Instructional Coach is responsible for providing instructional leadership to teachers to improve the quality of teaching and learning by providing intentional, ongoing support to staff at the school and classroom levels. The Instructional Coach works with teachers to implement effective instructional programs using research-based strategies and schools standards. Supports all phases of the implementation of assessment programs; facilitates data review and analysis of students' assessment data with teachers. Helps teachers identify students' needs based on data, and assists teachers to plan and take action to alter instruction. The Instructional Coach collaborates with teachers and other members to increase the effectiveness of staff in use of adopted curricula and instructional programs. The Instructional Coach collaborates with other instructional coaches, school principal, and administrative team to coordinate and implement school-wide assessments.</p>   |
| Trujillo, Amy  | Other               | <p>The Coordinator of Gifted and Talented Programs is responsible for the overall structure of the comprehensive K-8 Gifted and Talented Programs at OSCS. The Coordinator of Gifted and Talented Programs develops, coordinates and evaluates all programs, services and curriculum for students identified as Gifted in grades K-8. The Coordinator of Gifted and Talented Programs establishes procedures for the initial identification and evaluation of students who may be eligible for an Educational Plan (EP). The Coordinator of Gifted and Talented Programs provides supervision to the K-8, school stakeholders for all required reporting and compliance monitoring.</p> <p>-Develop and annually review/revise the district gifted identification plans included in the district's Exceptional Student Education Policies and Procedures Manual</p> <p>-Develop, monitor implementation, support and evaluate the curriculum and service delivery model for all K-8 Gifted and Talented programs</p> <p>-Develop and coordinate a system for gifted screenings and assessments for the identification process</p> <p>-Develop and regularly review/revise standard operating procedures for the K-8 Gifted and Talented Programs</p> <p>-Facilitate Educational Plan (EP) Team meetings and serve as the Local Educational Agency (LEA) Representative as needed</p> <p>-Ensure that families are provided with required information regarding their Procedural Safeguards</p> <p>-Assist in the development of Educational Plans and placement of students in the appropriate educational services and supports</p> <p>-Assist annually with the district's strategic plan and the annual school improvement plan</p> <p>-Establish and maintain an efficient and accurate record keeping system of current documents and cumulative student records</p> |

| Name                | Position Title | Job Duties and Responsibilities   |
|---------------------|----------------|---|
|                     |                | <ul style="list-style-type: none"> <li>-Maintain accurate and up-to-date reports for compliance monitoring and meet timelines to complete all federal, state and local reporting requirements and audit reviews</li> <li>-Ensure gifted documents are accessible by necessarily stakeholders and protects the privacy of student records per The Family Educational Rights and Privacy Act (FERPA)</li> </ul>   |
| Leikness, Christine | Other          | <p>To assist the principal/assistant principals in the operation and management of the instructional coaches, the coordination of student achievement, instructional leadership, and coaching facilitation. The job of Administrator of Curriculum and Instruction for OSCS is done to plan, organize and provide curricular, instructional and administrative leadership and guidance to staff and instructional coaches. Administrator of Curriculum and Instruction, implements instructional programs; serves as liaison with the administration team and teacher, parents, instructional coaches, and district; coordinates activities and addresses issues, situations and/or problems that arise on campus or with enrolled students.</p> <ul style="list-style-type: none"> <li>-To facilitate the coordination of over-all support services for K-8</li> <li>-To facilitate the implementation of curricula in all subject areas, especially new curricula.</li> <li>-To assist in writing, compilation, and dissemination of elementary curriculum.</li> <li>-To participate in the examination, selection, and/or adoption of textbooks and other instructional materials for OSCS.</li> <li>-To assist in the compilation of data to evaluate current programs and projects.</li> <li>-To provide instructional support and assistance with concerns and needs through classroom visitation and meetings.</li> <li>-To assist in the compilation of data for state reports</li> <li>-To help develop and revision district reporting forms, such as report cards, progress reports, etc.</li> <li>-Demonstrated competency in curriculum writing and development, staff development planning and presentation.</li> <li>-Assist annually with the district's strategic plan and the annual school improvement plan</li> </ul> |
| Pigne, Myrberline   | Other          | <p>The Exceptional Student Education (ESE) Compliance coordinator supports the compliance, coordination, organization, and supervision of ESE processes to properly implement the Individuals with Disabilities Education Act (IDEA) requirements. The ESE Compliance Coordinator maintains Individual Educational Plan (IEP) and 504 documents and plans, coordinates, conducts, and/or facilitates IEP/504 meetings, IEP/504 reviews, and 3-year evaluations for a caseload of students with disabilities.</p> <p>The ESE Compliance Coordinator works with the ESE Teachers and Paraprofessionals to provide information to students, parents, and General Education Instructors on how to implement a student's IEP in the educational</p>  |

| Name               | Position Title      | Job Duties and Responsibilities  |
|--------------------|---------------------|--|
|                    |                     | <p>environment appropriately. The ESE Compliance Coordinator assists in acting as a liaison between the ESE Department and other Departments, as well as students and their families.</p> <ul style="list-style-type: none"> <li>-Serve as the designee of the Local Educational Agency (LEA) in ESE meetings where special education eligibility, placement, dismissal, and program changes occur.</li> <li>-Gather necessary input from ESE teachers, students, parents, teachers, counselors, therapists, and other stakeholders to prepare for IEP meetings and develop a draft IEP.</li> <li>-Oversee, Establish, and maintain an efficient and accurate record-keeping system of current and cumulative student records</li> <li>-Maintain accurate and up-to-date records and reports in Focus for compliance monitoring to meet all district and state ESE timelines.</li> <li>-Assist students, parents, and instructional staff in interpreting IEP accommodations and understanding the provision and implementation of specially designed instruction and related services</li> <li>-Assist annually with the district's strategic plan and the annual school improvement plan</li> </ul>  |
| Yesenko, Stephanie | Instructional Coach | <p>Provides direct intensive intervention with students. Assist in developing a systematic school-wide approach to MTSS. Facilitates and coordinates the implementation of a classroom intervention program. Provides direct curriculum and instructional support services to teachers including effective strategies and intervention This position focuses on student achievement by working with teachers to ensure high-fidelity implementations of research-based ELA programs and strategies/practices on a K-8 level.</p> <ul style="list-style-type: none"> <li>-To be a liaison among the principal, teachers, student body, and community members.</li> <li>-Have in-depth knowledge of data collection and progress monitoring</li> <li>-Analyze assessment and other relevant data to assist in creating goals and objectives and evaluating the effectiveness of program services</li> <li>-Interpersonal skills using tact, patience, and courtesy.</li> <li>-Knowledge of research-based interventions.</li> <li>-Develop teachers with effective coaching strategies.</li> <li>-Read, interpret, and apply legal mandates, policies, rules, regulations, and operational procedures pertaining to school and departmental operations.</li> <li>-Provide support for teachers to accelerate student achievement, eliminate all achievement gaps.</li> <li>-Develop goals and objectives; establish and meet schedules and timelines; work with discretion and confidentiality.</li> <li>-Assist annually with the district's strategic plan and the annual school improvement plan</li> </ul> |

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Osceola Science Charter School has developed the 2023-2024 School Improvement Plan after reviewing the stakeholder feedback from our Annual Stakeholder Survey from 2022-2023 school year seeking input from parents, teachers, and students regarding school elements of learning, engagement, operations, and achievement. There were also three separate Town Hall style meetings to receive in person feedback regarding what Osceola Science Charter school can do as an academic institution to improve for students, staff, and parents.

From the insightful feedback received, Osceola Science Charter School met with our sister schools in Seminole and Orange County and our board of directors to review, analyze, and create S.M.A.R.T. goals for the current school year. The Governing Board of Osceola Science Charter School will review and approve before submission.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The Principal and Board of Directors will closely monitor the school academic data on a bi-weekly basis to assess progress within the classrooms. Walkthroughs, Informal and Formal observations will be held throughout the school year. Meetings to discuss implementation and use of academic resources, incentives for student participation in academic online resources, and positive engagement will be thoroughly planned and reviewed.

The Assistant Principals of Instruction will work closely with the Exceptional Student Education Coordinator, Academic Coaches, Curriculum Coordinator, and Intervention Specialists to place an emphasis on providing academic support and services to our Student with Disabilities and Lowest 25% Achievement Groups. Problem Solving Team Meetings, Multi-Tiered System of Support Meetings, and Push-In Coaching Cycles will provide the necessary support to the instructional staff and students directly in context. Professional Development to provide intentional instructional change will be provided as needed. If necessary, changes in schedules for support and an increase in intensity or duration of services will be provided as a result of weekly monitoring meetings.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

|   |                            |
|---|----------------------------|
| <b>2023-24 Status</b><br>(per MSID File)                | Active                     |
| <b>School Type and Grades Served</b><br>(per MSID File) | Combination School<br>KG-7 |
| <b>Primary Service Type</b><br>(per MSID File)          | K-12 General Education     |
| <b>2022-23 Title I School Status</b>                    | Yes                        |
| <b>2022-23 Minority Rate</b>                            | 83%                        |
| <b>2022-23 Economically Disadvantaged (FRL) Rate</b>    | 59%                        |



|  |   |
|--|---|
| <b>Charter School</b>  | Yes   |
| <b>RAISE School</b>  | No  |
| <b>ESSA Identification</b><br>*updated as of 3/11/2024   | ATSI  |
| <b>Eligible for Unified School Improvement Grant (UniSIG)</b>  | No  |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)*<br>English Language Learners (ELL)<br>Asian Students (ASN)<br>Black/African American Students (BLK)<br>Hispanic Students (HSP)<br>Multiracial Students (MUL)<br>White Students (WHT)<br>Economically Disadvantaged Students (FRL) |
| <b>School Grades History</b><br>*2022-23 school grades will serve as an informational baseline.  | 2021-22: A<br>2019-20: B<br>2018-19: B<br>2017-18: B  |
| <b>School Improvement Rating History</b>   |   |
| <b>DJJ Accountability Rating History</b>   |   |

### Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| Indicator   | Grade Level |    |    |    |    |    |    |    |    |     | Total |
|---|-------------|----|----|----|----|----|----|----|----|-----|-------|
|   | K           | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  |     |       |
| Absent 10% or more days   | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |     |       |
| One or more suspensions   | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |     |       |
| Course failure in English Language Arts (ELA)   | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |     |       |
| Course failure in Math  | 0           | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |     |       |
| Level 1 on statewide ELA assessment   | 0           | 0  | 25 | 32 | 37 | 29 | 44 | 38 | 36 | 241 |       |
| Level 1 on statewide Math assessment  | 0           | 18 | 14 | 27 | 22 | 44 | 36 | 24 | 20 | 205 |       |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0           | 0  | 25 | 32 | 37 | 29 | 44 | 38 | 36 | 241 |       |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator                            | Grade Level |   |   |    |    |    |    |    |   | Total |
|--------------------------------------|-------------|---|---|----|----|----|----|----|---|-------|
|                                      | K           | 1 | 2 | 3  | 4  | 5  | 6  | 7  | 8 |       |
| Students with two or more indicators | 0           | 0 | 8 | 19 | 10 | 15 | 13 | 16 | 8 | 89    |

**Using the table above, complete the table below with the number of students identified retained:**

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Retained Students: Current Year     | 0           | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 6     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |       |

**Prior Year (2022-23) As Initially Reported (pre-populated)**

**The number of students by grade level that exhibited each early warning indicator:**

| Indicator   | Grade Level | Total |
|---|-------------|-------|
| Absent 10% or more school days  |             |       |
| One or more suspensions   |             |       |
| Course failure in English Language Arts (ELA)   |             |       |
| Course failure in Math  |             |       |
| Level 1 on statewide FSA ELA assessment   |             |       |
| Level 1 on statewide FSA Math assessment  |             |       |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. |             |       |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator                            | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators |             |       |

**The number of students identified retained:**

| Indicator                           | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year     |             |       |
| Students retained two or more times |             |       |

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**



| Indicator   | Grade Level |   |   |   |   |   |   |   |   |   | Total |
|---|-------------|---|---|---|---|---|---|---|---|---|-------|
|   | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |   |       |
| Absent 10% or more school days  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |       |
| One or more suspensions   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |       |
| Course failure in English Language Arts (ELA)   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |       |
| Course failure in Math  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |       |
| Level 1 on statewide FSA ELA assessment   | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |       |
| Level 1 on statewide FSA Math assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |       |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |       |

**The number of students by current grade level that had two or more early warning indicators:**

| Indicator                            | Grade Level |   |   |   |   |   |   |   |   | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |       |

**The number of students identified retained:**

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |       |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |       |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |       |

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

| Accountability Component    | 2023   |          |       | 2022   |          |       | 2021   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement*            | 55     |          |       | 64     | 51       | 57    | 70     |          |       |
| ELA Learning Gains          |        |          |       | 59     | 53       | 55    | 65     |          |       |
| ELA Lowest 25th Percentile  |        |          |       | 44     | 45       | 46    | 59     |          |       |
| Math Achievement*           | 55     |          |       | 60     | 46       | 55    | 63     |          |       |
| Math Learning Gains         |        |          |       | 66     | 54       | 60    | 50     |          |       |
| Math Lowest 25th Percentile |        |          |       | 56     | 51       | 56    | 45     |          |       |

| Accountability Component        | 2023   |          |       | 2022   |          |       | 2021   |          |       |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                                 | School | District | State | School | District | State | School | District | State |
| Science Achievement*            | 55     |          |       | 56     | 48       | 51    | 56     |          |       |
| Social Studies Achievement*     | 73     |          |       | 80     | 68       | 72    | 100    |          |       |
| Middle School Acceleration      | 75     |          |       | 79     |          |       |        |          |       |
| Graduation Rate                 |        |          |       |        |          |       |        |          |       |
| College and Career Acceleration |        |          |       |        |          |       |        |          |       |
| ELP Progress                    | 49     |          |       | 56     |          |       | 54     |          |       |

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index                     |      |
|--|------|
| ESSA Category (CSI, TSI or ATSI)               | ATSI |
| OVERALL Federal Index – All Students           | 60   |
| OVERALL Federal Index Below 41% - All Students | No   |
| Total Number of Subgroups Missing the Target   | 1    |
| Total Points Earned for the Federal Index      | 421  |
| Total Components for the Federal Index         | 7    |
| Percent Tested                                 | 100  |
| Graduation Rate                                |      |

| 2021-22 ESSA Federal Index                     |      |
|--|------|
| ESSA Category (CSI, TSI or ATSI)               | ATSI |
| OVERALL Federal Index – All Students           | 62   |
| OVERALL Federal Index Below 41% - All Students | No   |
| Total Number of Subgroups Missing the Target   | 1    |
| Total Points Earned for the Federal Index      | 620  |
| Total Components for the Federal Index         | 10   |
| Percent Tested                                 | 97   |
| Graduation Rate                                |      |

**ESSA Subgroup Data Review (pre-populated)**

| <b>2022-23 ESSA SUBGROUP DATA SUMMARY</b> |  |                           |  |  |
|---|--|---------------------------|--|--|
| <b>ESSA Subgroup</b>                      | <b>Federal Percent of Points Index</b> | <b>Subgroup Below 41%</b> | <b>Number of Consecutive years the Subgroup is Below 41%</b> | <b>Number of Consecutive Years the Subgroup is Below 32%</b> |
| SWD                                       | 21                                     | Yes                       | 3  | 1  |
| ELL                                       | 51                                     |                           |  |  |
| AMI                                       |  |                           |  |  |
| ASN                                       | 86                                     |                           |  |  |
| BLK                                       | 58                                     |                           |  |  |
| HSP                                       | 54                                     |                           |  |  |
| MUL                                       |  |                           |  |  |
| PAC                                       |  |                           |  |  |
| WHT                                       | 71                                     |                           |  |  |
| FRL                                       | 53                                     |                           |  |  |

| <b>2021-22 ESSA SUBGROUP DATA SUMMARY</b> |  |                           |  |  |
|---|--|---------------------------|--|--|
| <b>ESSA Subgroup</b>                      | <b>Federal Percent of Points Index</b> | <b>Subgroup Below 41%</b> | <b>Number of Consecutive years the Subgroup is Below 41%</b> | <b>Number of Consecutive Years the Subgroup is Below 32%</b> |
| SWD                                       | 34                                     | Yes                       | 2  |  |
| ELL                                       | 57                                     |                           |  |  |
| AMI                                       |  |                           |  |  |
| ASN                                       | 87                                     |                           |  |  |
| BLK                                       | 57                                     |                           |  |  |
| HSP                                       | 60                                     |                           |  |  |
| MUL                                       | 79                                     |                           |  |  |
| PAC                                       |  |                           |  |  |
| WHT                                       | 54                                     |                           |  |  |
| FRL                                       | 61                                     |                           |  |  |

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |              |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups                                      | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students                                   | 55       |        |             | 55        |         |              | 55       | 73      | 75        |                   |                     | 49           |
| SWD  | 16       |        |             | 26        |         |              |          |         |           |                   | 2                   |              |
| ELL  | 38       |        |             | 47        |         |              | 42       | 69      | 72        |                   | 7                   | 49           |
| AMI  |          |        |             |           |         |              |          |         |           |                   |                     |              |
| ASN  | 85       |        |             | 86        |         |              | 81       |         | 94        |                   | 5                   |              |
| BLK  | 56       |        |             | 55        |         |              | 45       | 82      |           |                   | 5                   |              |
| HSP  | 45       |        |             | 46        |         |              | 48       | 70      | 70        |                   | 7                   | 48           |
| MUL  |          |        |             |           |         |              |          |         |           |                   |                     |              |
| PAC  |          |        |             |           |         |              |          |         |           |                   |                     |              |
| WHT  | 68       |        |             | 64        |         |              | 68       | 83      | 76        |                   | 7                   | 62           |
| FRL  | 48       |        |             | 47        |         |              | 45       | 69      | 65        |                   | 7                   | 44           |

| 2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |              |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups                                      | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 | ELP Progress |
| All Students                                   | 64       | 59     | 44          | 60        | 66      | 56           | 56       | 80      | 79        |                   |                     | 56           |
| SWD  | 17       | 32     | 31          | 16        | 52      | 60           | 27       |         |           |                   |                     |              |
| ELL  | 49       | 54     | 45          | 52        | 63      | 60           | 34       | 67      | 88        |                   |                     | 56           |
| AMI  |          |        |             |           |         |              |          |         |           |                   |                     |              |
| ASN  | 85       | 70     |             | 87        | 88      |              | 91       |         | 100       |                   |                     |              |
| BLK  | 70       | 69     | 36          | 40        | 70      | 67           | 46       |         |           |                   |                     |              |
| HSP  | 57       | 56     | 47          | 54        | 60      | 54           | 51       | 83      | 78        |                   |                     | 59           |
| MUL  | 92       | 73     |             | 77        | 73      |              |          |         |           |                   |                     |              |
| PAC  |          |        |             |           |         |              |          |         |           |                   |                     |              |
| WHT  | 68       | 57     | 29          | 70        | 68      | 36           | 47       | 60      | 69        |                   |                     | 38           |
| FRL  | 58       | 58     | 44          | 56        | 62      | 52           | 56       | 87      | 84        |                   |                     | 49           |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |              |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups                                      | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| All Students                                   | 70       | 65     | 59          | 63        | 50      | 45           | 56       | 100     |           |                   |                     | 54           |
| SWD  | 17       | 40     | 45          | 18        | 47      | 58           |          |         |           |                   |                     |              |
| ELL  | 53       | 64     | 63          | 50        | 51      | 53           | 31       |         |           |                   |                     | 54           |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |              |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups                                      | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| AMI  |          |        |             |           |         |              |          |         |           |                   |                     |              |
| ASN  | 95       | 85     |             | 93        | 73      |              | 91       |         |           |                   |                     |              |
| BLK  | 60       | 60     |             | 43        | 45      |              |          |         |           |                   |                     |              |
| HSP  | 62       | 61     | 60          | 55        | 45      | 48           | 42       |         |           |                   |                     | 52           |
| MUL  | 92       |        |             | 69        |         |              |          |         |           |                   |                     |              |
| PAC  |          |        |             |           |         |              |          |         |           |                   |                     |              |
| WHT  | 80       | 65     |             | 78        | 54      |              | 78       |         |           |                   |                     | 60           |
| FRL  | 64       | 64     | 59          | 61        | 56      | 59           | 53       |         |           |                   |                     | 50           |

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA   |               |        |          |                            |       |                         |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year          | School | District | School-District Comparison | State | School-State Comparison |
| 05    | 2023 - Spring | 57%    | 44%      | 13%                        | 54%   | 3%                      |
| 07    | 2023 - Spring | 59%    | 39%      | 20%                        | 47%   | 12%                     |
| 08    | 2023 - Spring | 53%    | 40%      | 13%                        | 47%   | 6%                      |
| 04    | 2023 - Spring | 59%    | 49%      | 10%                        | 58%   | 1%                      |
| 06    | 2023 - Spring | 48%    | 39%      | 9%                         | 47%   | 1%                      |
| 03    | 2023 - Spring | 58%    | 44%      | 14%                        | 50%   | 8%                      |

| MATH  |               |        |          |                            |       |                         |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year          | School | District | School-District Comparison | State | School-State Comparison |
| 06    | 2023 - Spring | 30%    | 40%      | -10%                       | 54%   | -24%                    |
| 07    | 2023 - Spring | 19%    | 39%      | -20%                       | 48%   | -29%                    |
| 03    | 2023 - Spring | 65%    | 49%      | 16%                        | 59%   | 6%                      |
| 04    | 2023 - Spring | 48%    | 48%      | 0%                         | 61%   | -13%                    |
| 08    | 2023 - Spring | 71%    | 48%      | 23%                        | 55%   | 16%                     |
| 05    | 2023 - Spring | 64%    | 41%      | 23%                        | 55%   | 9%                      |

| SCIENCE |               |        |          |                            |       |                         |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year          | School | District | School-District Comparison | State | School-State Comparison |
| 08      | 2023 - Spring | 13%    | 35%      | -22%                       | 44%   | -31%                    |
| 05      | 2023 - Spring | 51%    | 40%      | 11%                        | 51%   | 0%                      |

| ALGEBRA |               |        |          |                            |       |                         |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year          | School | District | School-District Comparison | State | School-State Comparison |
| N/A     | 2023 - Spring | 64%    | 40%      | 24%                        | 50%   | 14%                     |

| GEOMETRY |               |        |          |                            |       |                         |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade    | Year          | School | District | School-District Comparison | State | School-State Comparison |
| N/A      | 2023 - Spring | 94%    | 36%      | 58%                        | 48%   | 46%                     |

| BIOLOGY |               |        |          |                            |       |                         |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade   | Year          | School | District | School-District Comparison | State | School-State Comparison |
| N/A     | 2023 - Spring | 77%    | 65%      | 12%                        | 63%   | 14%                     |

| CIVICS |               |        |          |                            |       |                         |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade  | Year          | School | District | School-District Comparison | State | School-State Comparison |
| N/A    | 2023 - Spring | 73%    | 63%      | 10%                        | 66%   | 7%                      |

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Students With Disabilities showed the lowest performance in ELA with a Federal Percent of Points Index of 34. An inconsistent trend with Learning Gains of the Lowest 25% of students in ELA went from a 41 to a 59 to a 44 over the past three years in the system. This leads the team to believe factors relating to virtual versus in-person learning, COVID-19, and an overall transient population may have developed greater needs and gaps in learning among the student body at Osceola Science Charter School.

Contributing factors of the 2022-2023 school year were related to overall absenteeism of students and

staff members. Emphasizing a need for more targeted Multi-Tiered System of Support for students and consistent professional development for staff has been identified for the 2023-2024 school year.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The ELA Lowest 25% went from a 59 to a 44 downward trend from the 2020-2021 to the 2021-2022 school year. This downward trajectory shows that the Multi-Tiered System of Support and targeted intervention including consistent tutoring, online resources, and academic support from trained educational professionals need to be provided at an increased rate. Also, professional learning communities and data chats need to be held more often to provide targeted instruction and for staff members to receive guidance from the Literacy Coaches.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The 7th grade math had the largest gap of achievement at 21% achievement compared to the state average of 48% proficiency in 7th grade mathematics. This is partially due to the acceleration component of our highest achieving students taking mathematics at a higher grade level. Therefore, our lowest level performers took on level math and therefore showed a lack of proficiency in mathematics.

It is to be noted that mathematics overall had a large growth in learning gains for the school. Therefore, the achievement of mathematics at Osceola Science Charter School has been one of the relative weaknesses, but over time has shown more growth to close the learning gaps.

As the school continues to enhance the knowledge base of staff with the 5E model of engagement and encourage the online learning resources and multi-tiered system of support tools and strategies to encourage student learning, the proficiency rate should rise. Targeted intervention in the vocabulary and wording of mathematical problems will also enhance understanding. As professional learning communities discuss mathematical numerical fluency, it seems to be that the problem continues to relate to understanding what the word problems are asking for and more of an emphasis on understanding meaning and using strategy will tie back to ELA strategies within understanding mathematics. Therefore, English Language Arts remains a main focus for Osceola Science Charter School.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Math Learning Gains of the school went from a 50 to a 66 from the 2020-2021 to the 2021-2022 school year for Osceola Science Charter School. An increase in acceleration, targeted coaching, and a variety clubs and enrichment were emphasized throughout the school year. Teachers had intentional support to enhance the learning of mathematics for the school.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

After review of the Early Warning Signs from Part I, the team has identified a need for targeted intervention for our Students with Disabilities as well as our Lowest 25% population within English Language Arts.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

1. Students With Disabilities in English Language Arts
2. Learning Gains of the Lowest 25% in English Language Arts
3. English Language Learners in English Language Arts

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)



**#1. Positive Culture and Environment specifically relating to Teacher Attendance****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

It is essential to focus on Teacher Attendance and presence for there to be a positive culture and environment at Osceola Science Charter School. For the previous school year, the average attendance was 96% of the staff members present during the school week. Inconsistent staff members caused disruption to the flow of the school day and may lead to lack of motivation from the student population if not corrected. This in essence could also lead to student absenteeism. Students overall had an average of attendance of 88% of the school year. Increasing this number to at least 95% is important for students to have access to an excellent education.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Osceola Science Charter School will improve the overall average attendance of staff members from 96% to 98% for the 2023-2024 school year.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Attendance will be monitored via our clock-in and clock-out system from our business office. The Osceola Science Charter School Operations Manager also requires a pre-absence form to be filled out for approval of the administrative team if it is not an emergency.

In addition, providing consistent support for staff members regarding weekly or daily guidance depending on a tiered teacher support identification in the classrooms will add to the overall community.

**Person responsible for monitoring outcome:**

Andrew Moon (andrew.moon@osceolascience.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rewarding excellent attendance will occur monthly to encourage and show appreciation to our instructional staff who have been showing up to work and giving their best efforts possible to support the students. Administration will provide a special breakfast for employees who have had superior attendance for the month. In addition, staff members will be providing weekly Data Chats for our teachers and daily push-in coaching cycles for those teachers in need of mentorship and support. Providing opportunities for our staff to grow, learn, and feel connected to all stakeholders is part of actively engaging the school.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Actively engaging the school stakeholders will reduce absenteeism. Staff members and students that feel connected to the school are likely to be more involved in school activities, participate in events, and improve learning achievement.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Staff Attendance will be reviewed within the HR - Business Office via documentation using clock-in/out interface with key fobs.

**Person Responsible:** Andrew Moon (andrew.moon@osceolascience.org)

**By When:** This process will occur on a monthly basis

Superior Attendance Breakfast (SAB) will be prepared for staff without absenteeism each month.

**Person Responsible:** Andrew Moon (andrew.moon@osceolascience.org)

**By When:** SAB will be provided within the first week of the subsequent month.

Weekly data chats for Elementary School Classroom Teachers will be provided by instructional coaches and overseen by the Elementary School API.

**Person Responsible:** Christina Stangl (christina.stangl@osceolascience.org)

**By When:** Weekly basis

Weekly data chats for Middle School Teachers will be provided by instructional coaches and overseen by the Middle School API.

**Person Responsible:** Jennifer Snell (jennifer.snell@osceolascience.org)

**By When:** Weekly basis

## #2. ESSA Subgroup specifically relating to Students with Disabilities

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with disabilities are the area of focus for Osceola Science Charter School because they showed the lowest performance in ELA with a Federal Percent of Points Index of 34. Additionally, the learning gains of the lowest 25% of students in ELA went from a 41 to a 59 to a 44 over the past three years. This suggests that students with disabilities are not making adequate progress in ELA.

There are a number of factors that may be contributing to the lower performance and inconsistent learning gains of students with disabilities in ELA, including:

- \* Virtual versus in-person learning
- \* COVID-19
- \* Transient population
- \* Overall absenteeism
- \* Lack of access to appropriate accommodations and modifications
- \* Lack of support from teachers and other school staff members

By implementing evidence-based practices, such as explicit instruction, scaffolding, and frequent feedback, as well as taking other steps, such as providing professional development for staff, improving attendance, and creating a positive school culture and environment, Osceola Science Charter School can create a more inclusive and supportive learning environment for all students, including students with disabilities.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, the percentage of SWD who are proficient on the reading test will increase from 17% to 25%.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

- \* State and school assessments: The school will track data from state and school assessments to measure progress towards its goal.
- \* Classroom assessments: Teachers will use a variety of classroom assessments to monitor student progress and identify students who are struggling via the HMH Into Reading and HMH Into Literacy Curriculum.
- \* Teacher observations: Teachers will observe SWD in the classroom to monitor their progress and identify areas where they need additional support.
- \* Parent feedback: Parents will be asked to provide feedback on their child's progress in ELA.
- \* Weekly data meetings during PLCs: Teachers will meet weekly during PLCs to review data, identify students who are struggling, develop targeted interventions, and track progress over time.

### Person responsible for monitoring outcome:

Amy Trujillo (trujillo@osceolascience.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

i-Ready Personalized Instruction Reading is an evidence-based intervention that can be used to improve the ELA achievement level of SWD. i-Ready uses information from the i-Ready Diagnostic to generate an individualized program of online lessons in reading for grades K-8. The program provides students with explicit, systematic instruction in the five components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. i-Ready is aligned with the Science of Reading and has been shown to be effective in helping SWD improve their reading skills.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

i-Ready Personalized Instruction Reading is an evidence-based intervention that can be effective in helping SWD improve their ELA achievement level. i-Ready is aligned with the Science of Reading, provides explicit, systematic instruction in the five components of reading, is individualized to meet the needs of each student, and is feasible to implement in most school settings. Additionally, i-Ready has been shown to be particularly effective for SWD.

We will use i-Ready to identify the specific areas of reading where SWD need additional support, tailor personalized lessons to meet their individual needs, track their progress over time, and communicate with parents, and other stakeholders.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- \* Administer the i-Ready Diagnostic to all SWD. (Classroom Teacher and Testing Coordinator)
- \* Use the i-Ready Diagnostic results to identify the specific areas of reading where each SWD needs additional support. (Myrberline Pigne)
- \* Provide SWD with access to i-Ready Personalized Instruction Reading during their regular reading block or during other designated times. (General education teacher and Myrberline Pigne)
- \* Monitor the progress of SWD using i-Ready's progress monitoring tools. (Myrberline Pigne and general education teacher)
- \* Provide additional support to SWD who are not making progress as expected. (Myrberline Pigne and general education teacher)
- \* Communicate with parents and other stakeholders about the progress of SWD. (Myrberline Pigne and general education teacher)

**Person Responsible:** Myrberline Pigne (myrberline.pigne@osceolascience.org)

**By When:** The monitoring will be completed quarterly.

## CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

School stakeholders alongside the leadership team have reviewed the needs of the school within specific subgroups of the student population. End of year and beginning of year diagnostic data from prior and current year summative assessments as well as the data generated from quarterly progress monitoring tools from i-Ready and Mastery Connect were utilized in the development of this plan and will continue to serve as part of an integral component of understanding student learning.

Proactive measures assembled from our stakeholder feedback and student performance monitoring will continue to shape the areas of focus for school improvement and establish the framework for supporting underperforming subgroups within our student population.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our school is focused on implementing the Science of Reading, which is a body of research that has identified the five essential components of effective reading instruction:

- \* Phonics
- \* Phonemic awareness
- \* Vocabulary
- \* Fluency
- \* Comprehension

We have provided professional development for our teachers on the Science of Reading, and we expect them to use explicit, systematic instruction during whole group, small group, and intervention time. Explicit systematic instruction is a direct and systematic approach to teaching reading that is based on the Science of Reading. It involves breaking down complex skills into smaller, more manageable steps, and providing students with opportunities to practice each step until they are mastered.

Research has shown that explicit systematic instruction is the most effective way to teach reading to all students, regardless of their background or abilities. It is especially important for students who are struggling with reading.

We identified the Science of Reading as a critical need for our school based on our data, which showed that we had 25 students with a substantial reading deficiency. We believe that by implementing the Science of Reading and using explicit systematic instruction, we can help all of our students to become successful readers.

With our implementation of the Science of Reading we hope to accomplish the following:

- \* Increased student achievement in reading
- \* Reduced achievement gaps between students from different backgrounds
- \* Improved student motivation and engagement in learning

### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

Our area of focus for this grade level band is implementing the Science of Reading in order to increase, vocabulary, fluency, and overall comprehension.

Professional development has also been provided to this grade level band of teachers. The expectation is that our teachers are using systematic, explicit instruction during whole group, small group, and intervention time.

We identified that vocabulary, fluency, and comprehension was a critical need for our students based on our data, which showed 98 students with a substantial reading deficiency. Our goal is that with the use of systematic, explicit, research based instruction our students will be able to fill in their reading gaps and attain grade level proficiency by the end of the year.

### **Measurable Outcomes**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### **Grades K-2 Measurable Outcomes**

Reduce the number of students in K-2 with a reading deficiency from 25 to 15. Our school is using the Science of Reading and explicit instruction to reduce the number of students in K-2 with a reading deficiency from 25 to 15.

### **Grades 3-5 Measurable Outcomes**

Increase the percentage of students in grades 3-5 who score proficient on the state reading test from 64% to 70%, with a focus on reducing the number of students at level one from 98 to 80.

### **Monitoring**



**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Osceola Science Charter School will monitor the Area of Focus through a daily Multi-Tiered System of Support process that includes support from a Literacy Coach and monthly Multi-Tiered System of Support meetings. Student data will be reviewed for Tier II and Tier III students. These meetings will take place during the weekly Professional Learning Community Data Chats that will occur among grade level teams K-5. Discussions will be recorded within the meeting notes and action steps, strategies, and professional learning opportunities will be noted and attained regularly.

The essential process and presence of the instructional coaches, ESE specialist, and Assistant Principal of Instruction will account for the guidance and professional development of staff members to educate and provide targeted Reading intervention strategies using research-based Science of Reading techniques to cause student engagement and achievement to rise through a 5E model of instructional practice.

The administrative team will monitor the additional tutoring provided to our students with disabilities, English language learners, and students in need of additional academic support in English Language Arts via attendance.

The iReady Reading Diagnostic will be provided 3 times at the beginning, middle and end of the school year. The F.A.S.T. Reading Assessment will also be provided 3 times at the beginning, middle, and end of the school year.

The C.O.R.E. Phonics survey will be utilized to track MTSS student progress on the foundations of reading.

Mastery Connect data will track the HMH Assessment performance for formative and summative components of classwork and reveal patterns in data that will be discussed during the weekly Data Chats. The Assistant Principal of Instruction and Testing Coordinators and Assistant Administrator of Curriculum will analyze and monitor progress among English Language Arts and across subject areas within all grades.

Ongoing monitoring of student support, achievement on examinations, and on weekly discussions of strategies and support will help students and staff members alike become invested in the process of education. In doing so, progress will be noted and motivate all stakeholders to continue serving the students in the best manner possible. It also allows for corrective action to take place when necessary and intentional instruction to occur to meet the educational needs of the scholars at Osceola Science Charter School.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Yesenko, Stephanie, [stephanie.yesenko@osceolascience.org](mailto:stephanie.yesenko@osceolascience.org)

**Evidence-based Practices/Programs**

**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Osceola Science Charter School (OSCS) has adopted the Florida B.E.S.T. Standards. Below is a list of the evidence based practices/ programs that are aligned to the Florida B.E.S.T standards that are being implemented by OSCS to achieve measurable outcomes. Each of the following program/ practices is aligned to the district’s K-12 Comprehensive Evidence-Based Reading Plan.

**Amira (Strong):** Amira is a commercial reading program that is based on the principles of the Science of Reading. Amira is an AI-powered Reading Coach, that listens to K-3 students read out loud, assesses mastery, and delivers personalized 1:1 tutoring. Based on ESSA’s standard Amira has been ranked strong. Amira has been shown to be highly effective in improving student reading outcomes, and it aligns with the Florida B.E.S.T. Standards. Outcome from Amira will be measured by the classroom teacher. Amira will measure Oral reading fluency, decoding, and comprehension.

**Science of Reading/FCRR (Strong):** Science of Reading/FCRR refers to the body of research that has been conducted on how people learn to read. FCRR has developed a number of evidence-based reading programs and resources that are used in schools across the country, including OSCS.

**MTSS:** MTSS stands for Multi-Tiered System of Supports. It is a framework for providing all students with the academic and behavioral supports they need to succeed. MTSS is a comprehensive system that includes three tiers of intervention:

Tier 1: Universal instruction for all students

Tier 2: Targeted intervention for students who need additional support

Tier 3: Intensive intervention for students who need the most support

MTSS is a promising evidence-based practice for reading instruction because it is based on the principle that all students can learn to read if they are given the right support. MTSS outcomes will be measured by biweekly and monthly data tracking. Monthly meetings will be held to discuss student outcomes and movements within the tiers will be made based on student learning outcomes.

**HMH into Reading:** HMH is a commercial comprehensive English Language Arts program with rich content and resources. HMH into reading has been ranked promising by ESSA. This program is driven by the BEST Standards. HMH’s outcome will be measured by weekly assessments, module assessments, and mastery connect assessments.



**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The identified need at OSCS is to improve student reading outcomes, particularly for students at risk of reading failure. The evidence-based practices/programs that have been selected are designed to address this need by providing students with the instruction and support they need to succeed.

All of the evidence-based practices/programs that have been selected have a proven record of effectiveness for the target population. Science of Reading/FCRR and MTSS have been shown to be effective in improving student reading outcomes. ESSA's ranking of HMH into Reading as moderate and strong for Amira show that these programs have a strong basis for meeting the needs of our targeted population.

**Action Steps to Implement**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

The First Action Step is to train all K-5 grade teachers on the Science of Reading and how to use effective intervention strategies in the classroom.

Literacy Leadership-Teachers that have been identified as model instructors and have gone through mentorship via our coaching team, will be provided opportunities to lead via instruction in our Peer Coaching Cycles as model classrooms for intentional instruction practices in the Science of Reading.

Literacy Coaching- Literacy Coaches will pull small groups within the classroom and co-teach when necessary to enhance the knowledge of the instructors and students alike with the Science of Reading. Each instructional coach has a schedule of teacher support to push into classrooms of teachers in need of modeling in context.

Assessment- The school will use student data from iReady assessment, Mastery Connect assessments, Core Phonics surveys, and MTSS progress monitoring to assess teacher implementation of explicit, systematic, reading instruction. iReady Assessments will be provided 3 times a year in reading. The iReady lessons will be reviewed bi-weekly to address student relative weaknesses and enhance instruction. Mastery Connect grade 2-3 will be provided as a way to bridge the gap between weekly classroom assessments addressing tested standards and students mastery of the content. These assessments will be discussed during the Data weekly chats in the professional learning community meetings. CORE phonics surveys will be provided as a way to assess student knowledge of foundational reading skills and will be tested as students progress throughout the foundations of reading skills to promote fluency and automaticity. To assess the use of effective intervention strategies in the classroom MTSS progress monitoring will be reviewed in monthly MTSS meetings with the Literacy Coaches, ESE specialists, and teams.

Yesenko, Stephanie,  
stephanie.yesenko@osceolascience.org

Professional Learning- Staff will partake in Science of reading PDs to use intentional strategies for foundational reading skills.

The Second Action Step is for teachers to observe effective use of the strategies in context.

Literacy Leadership- Teachers that have been identified as model instructors and have gone through mentorship via our coaching team, will be provided opportunities to lead via instruction in our Peer Coaching Cycles as model classrooms for intentional instruction practices in the Science of Reading.

Literacy Coaching- Literacy Coaches will pull small groups within the classroom and co-teach when necessary to enhance the knowledge of the instructors and students alike with the Science of Reading.

Assessment- Administration will assess teachers understanding of effective use of strategies by evaluating teacher lesson plans and looking for skill that were observed during Peer Coaching Cycles. Administration will also be observing in the classrooms to identify teachers who are applying newly learned strategies and provide additional support for those in need.

Stangl, Christina,  
christina.stangl@osceolascience.org

| Action Step   | Person Responsible for Monitoring |
|---|-----------------------------------|
| Professional Learning-Staff will partake in Science of reading PDs to use intentional strategies for foundational reading skills. |                                   |

The third action step is to use data from statewide, school, and diagnostic assessments to analyze patterns within our diverse populations and drive instruction to raise student reading outcomes.

Literacy Leadership- Team leaders have been identified as model instructors to provide guidance and structure to each grade level team and enhance professional learning communities. They meet with the administrative team to provide information and lead professional learning community team meetings. While leading this meeting they will help team member to analyze their data and create lesson based on their students' performance.

Literacy Coaching- During our weekly data meetings academic coaches will be working with grade level teams and individuals by guiding their investigation of data collected from statewide, school, and diagnostic assessments. Coaches will help teachers to analyze data to find patterns within our special populations and use this information to make informed decisions to drive our instruction.

Trujillo, Amy,  
trujillo@osceolascience.org

Assessment- To assess our implementation of this goal administration will observe the teacher's classroom instruction to see how they are using data to inform their instruction. The will look for evidence that the teacher is grouping students flexibly based on their needs, using data to differentiate instruction, and providing students with targeted feedback. Administration will also assess by looking at our teachers' lesson plans to view how they are applying their knowledge of student data to drive their instruction.

Professional Learning- Our campus conducts weekly data chats where teachers meet with administrators to take a deep dive into the data collected from weekly classroom assessments, state wide assessments, and diagnostic assessments. Professional learning will be provided by our administrators and our school system's director of teaching and learning by working with our teacher's and modeling how to analyze data, identify trends, and apply this knowledge to drive instruction.