# Osceola Elementary School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

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# Osceola Elementary School

## 1605 OSCEOLA ELEMENTARY RD, St Augustine, FL 32084

### http://www-oes.stjohns.k12.fl.us/

## 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: <br><br> 1. Have an overall Federal Index below 41%; <br> 2. Have a graduation rate at or below 67%; <br> 3. Have a school grade of D or F; or <br> 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), (7)(A)(iii)(I-V)-(B) 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.

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

### Provide the school's vision statement.

Better Never Quits

## 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 |
|------|----------------|----------------------------------|
| Hathaway, Jessley | Principal | The role of the principal is to provide strategic direction in the school, support a standardized curriculum, assess teaching methods, monitor student achievement data, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate the staff and oversee facilities. |
| Bielefeldt, Lisa | Assistant Principal | Member of the Instructional Leadership Team and support the mission/vision of Osceola Elementary. |
| Smeland, Cynthia | Reading Coach | Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification. |
| Downie, Margot | Math Coach | Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification. |
| Devany, Amanda | Curriculum Resource Teacher | Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification. |

**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.

As an instructional leadership team, we meet weekly to identify needs and provide input on the school improvement process. We meet with individual grade level teams weekly as well to gather feedback and discuss strategies for improvement. We meet monthly with our SAC and PTO, and during those meetings we share current school-wide trend data. They are provided the opportunity to share feedback during those meetings. We also provide a State of the School update after PM2 to our staff and school community.

**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))

We use PM3 data to create the SIP, and we use PM1 and PM 2 data to monitor progress during the school year. We also use district created CSAs to determine grade level and subgroup progress in relation to the B.E.S.T. standards.

| **Demographic Data**<br>Only ESSA identification and school grade history updated 3/11/2024 | |
|---|---|
| **2023-24 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 43% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 100% |
| **Charter School** | No |
| **RAISE School** | Yes |
| **ESSA Identification**<br>*updated as of 3/11/2024 | N/A |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)<br>Black/African American Students (BLK)<br>Hispanic Students (HSP)<br>Multiracial Students (MUL)<br>White Students (WHT)<br>Economically Disadvantaged Students (FRL) |
| **School Grades History**<br>*2022-23 school grades will serve as an informational baseline. | 2021-22: A |

|  | 2019-20: A |
|  | 2018-19: A |
|  | 2017-18: D |
| **School Improvement Rating History** |  |
| **DJJ Accountability Rating History** |  |

## 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 | 19 | 33 | 10 | 14 | 13 | 18 | 0 | 0 | 0 | 107 |
| One or more suspensions | 1 | 4 | 7 | 3 | 4 | 6 | 0 | 0 | 0 | 25 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 4 | 3 | 7 | 0 | 0 | 0 | 14 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 2 | 15 | 24 | 0 | 0 | 0 | 41 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 19 | 21 | 18 | 0 | 0 | 0 | 58 |
| 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 | |

**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 | 3 | 2 | 2 | 6 | 14 | 0 | 0 | 0 | 27 |

**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 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| 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 |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 2 | 18 | 13 | 10 | 19 | 13 | 0 | 0 | 0 | 75 |
| One or more suspensions | 1 | 5 | 2 | 2 | 2 | 3 | 0 | 0 | 0 | 15 |
| Course failure in ELA | 0 | 3 | 15 | 22 | 0 | 0 | 0 | 0 | 0 | 40 |
| Course failure in Math | 0 | 0 | 0 | 13 | 4 | 8 | 0 | 0 | 0 | 25 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 1 | 23 | 21 | 0 | 0 | 0 | 45 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 12 | 17 | 0 | 0 | 0 | 29 |
| 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 | |

**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 | 3 | 19 | 11 | 16 | 0 | 0 | 0 | 49 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 2 | 7 | 2 | 9 | 0 | 0 | 0 | 0 | 0 | 20 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

### 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 days | 2 | 18 | 13 | 10 | 19 | 13 | 0 | 0 | 0 | 75 |
| One or more suspensions | 1 | 5 | 2 | 2 | 2 | 3 | 0 | 0 | 0 | 15 |
| Course failure in ELA | 0 | 3 | 15 | 22 | 0 | 0 | 0 | 0 | 0 | 40 |
| Course failure in Math | 0 | 0 | 0 | 13 | 4 | 8 | 0 | 0 | 0 | 25 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 1 | 23 | 21 | 0 | 0 | 0 | 45 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 12 | 17 | 0 | 0 | 0 | 29 |
| 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 | |

**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 | 3 | 19 | 11 | 16 | 0 | 0 | 0 | 49 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 2 | 7 | 2 | 9 | 0 | 0 | 0 | 0 | 0 | 20 |
| 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* | 56 | 70 | 53 | 62 | 74 | 56 | 57 | | |
| ELA Learning Gains | | | | 63 | | | 59 | | |
| ELA Lowest 25th Percentile | | | | 50 | | | 57 | | |
| Math Achievement* | 58 | 73 | 59 | 68 | 50 | 50 | 64 | | |
| Math Learning Gains | | | | 74 | | | 74 | | |
| Math Lowest 25th Percentile | | | | 62 | | | 67 | | |
| Science Achievement* | 62 | 69 | 54 | 62 | 77 | 59 | 48 | | |
| Social Studies Achievement* | | | | | 69 | 64 | | | |
| Middle School Acceleration | | | | | 54 | 52 | | | |
| Graduation Rate | | | | | 69 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | | 66 | 59 | | | | | | |

*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) | N/A |
| OVERALL Federal Index – All Students | 59 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 234 |
| Total Components for the Federal Index | 4 |
| Percent Tested | 99 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 63 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 441 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100 |
| Graduation Rate | |

## ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 28 | Yes | 1 | 1 |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 33 | Yes | 1 | |
| HSP | 64 | | | |
| MUL | 63 | | | |
| PAC | | | | |
| WHT | 70 | | | |

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| FRL | 49 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 42 | | | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 57 | | | |
| HSP | 60 | | | |
| MUL | 58 | | | |
| PAC | | | | |
| WHT | 70 | | | |
| FRL | 57 | | | |

## 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 | 56 | | | 58 | | | 62 | | | | | |
| SWD | 24 | | | 28 | | | 28 | | | | 4 | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 29 | | | 31 | | | 30 | | | | 4 | |
| HSP | 56 | | | 70 | | | 67 | | | | 3 | |
| MUL | 58 | | | 67 | | | | | | | 2 | |

| 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 |
| PAC | | | | | | | | | | | |
| WHT | 68 | | | 67 | | | 77 | | | | 4 | |
| FRL | 48 | | | 48 | | | 51 | | | | 4 | |

| 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 | 62 | 63 | 50 | 68 | 74 | 62 | 62 | | | | | |
| SWD | 28 | 46 | 41 | 42 | 60 | 52 | 23 | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 47 | 65 | 55 | 50 | 70 | 61 | 48 | | | | | |
| HSP | 59 | 48 | | 81 | 83 | | 30 | | | | | |
| MUL | 58 | | | 58 | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 70 | 65 | 64 | 75 | 74 | 67 | 78 | | | | | |
| FRL | 50 | 57 | 50 | 58 | 68 | 61 | 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 |
| All Students | 57 | 59 | 57 | 64 | 74 | 67 | 48 | | | | | |
| SWD | 31 | 26 | 43 | 43 | 65 | 64 | 24 | | | | | |
| ELL | 40 | | | 40 | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 33 | 50 | 46 | 42 | 68 | 58 | 14 | | | | | |
| HSP | 59 | 60 | | 69 | 80 | | 70 | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 70 | 63 | | 75 | 76 | | 60 | | | | | |
| FRL | 49 | 52 | 56 | 56 | 80 | 79 | 37 | | | | | |

**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 | 47% | 71% | -24% | 54% | -7% |
| 04 | 2023 - Spring | 69% | 76% | -7% | 58% | 11% |
| 03 | 2023 - Spring | 59% | 72% | -13% | 50% | 9% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 57% | 78% | -21% | 59% | -2% |
| 04 | 2023 - Spring | 64% | 79% | -15% | 61% | 3% |
| 05 | 2023 - Spring | 62% | 74% | -12% | 55% | 7% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 62% | 70% | -8% | 51% | 11% |

## 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.**

Based on PM1 and PM2 data, primary grades showed Foundational Skills/Language Craft and Structure, and vocabulary, high frequency words and informational text, were the lowest-performing areas in Kdg, and Foundational Skills was the lowest-performing in area 1st and 2nd-grade students.

Based on PM1 and PM2, 3rd grade needs to focus on Language, Craft, and Structure, and 4th and 5th grades need to concentrate on Key Ideas and Details. We also see vocabulary acquisition and use as a focus in Kdg- 5th grade.

Based on Math PM3, 3rd and 4th-grade students need to focus on Number and Operations and 5th-

grade students need to focus on Measurement and Geometry.

Nature of Science (scientific method, experiment variables, and empirical evidence) is our focus in Kdg - 5th grade.

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

Learning gains among our L25 continue to be our primary area of focus in ELA and Math. Also, we need to close the gap between our SWD and Gen Ed students.

**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.**

ELA: Contributing factors include lack of consistency with student-centered instruction and standards-based instruction with rigor. We need to increase time on task reading grade-level text, engaging in discussion, and writing with feedback. We need more emphasis on foundational skills, with high-quality feedback and opportunities to use that feedback. We need to focus on VPK and kindergarten early literacy, as well as provide the necessary resources to intermediate grades to provide targeted instruction to students lacking foundational skills. We also need to consistently assess (formally and informally) and analyze data in PLCs to inform instruction in whole group, small group, and one-to-one instruction.

Math: Contributing factors include lack of consistency with student-centered instruction and standards-based instruction with rigor. We need to consistently use Purposeful Questions, Number Routines and multiple forms of assessment to inform instruction (Unit Assessments, Exit Tickets, CSAs, and/ or "in the moment" student work analysis). We will also use student work to guide the analysis of student learning. We also need to consistently assess (formally and informally) and analyze data in PLCs to inform instruction in whole group, small group, and one-to-one instruction.

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

Our students in 4th grade showed strong growth from PM1 & PM2 to PM3. The 4th grade tam adjusted their instruction to better meet the needs of students by focusing on engaging text and using performance matters to monitor progress and reteach missed standards.

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

Attendance is an area of concern and an area we need to improve.

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

Learning Gains - Closing the learning gap between all subgroups.

AVID - Writing will be a big focus for us this year. AVID strategies align with what we are wanting our Wildcats to be able to do as they progress through the standards. The writing assessment is a new challenge, but also a new opportunity. Students must read text, annotate, transfer those thoughts to planning, and write an essay. All of this must be done on a laptop/device.

Technology - Our Wildcats must become proficient using writing and communicating with their devices. (Same for instructional staff). We must keep up with research based, online platforms that support grade level standards and student learning and set our 5th graders and our Middle School partners up for success. We must also use Performance Matters and student devices to increase proficiency with online

test-taking and PM data to drive instruction.

Instruction – We need to define the ELA and Math minute allocation within blocks. We have a defined writing time embedded in the master schedule this year. We need to be sure everyone understands the curriculum maps and the resources embedded within each grade level. CSAs are an expectation, but we need to get more grade levels on board with PM, picking the right assessment, and then using that data to drive instruction.

PBIS - We want at least Bronze PBIS status. We lowered our Referral rate by 500 but still had 795 Referrals last year. African Americans make up 25.1% of the student population at OES, yet they received 56% of the total Referrals.

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

## #1. Instructional Practice specifically relating to Benchmark-aligned Instruction

### 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.

Based on STAR/FAST ELA data, primary grades showed a need in Foundational Skills/Language Craft and Structure in kindergarten, and Foundational Skills 1st and 2nd-grade students. 3rd grade needs to focus on Language, Craft, and Structure, and 4th and 5th grades need to concentrate on Key Ideas and Details. We also see vocabulary acquisition and use as a need in Kdg - 5th grade.

Contributing factors include lack of consistency with student-centered instruction and standards-based instruction with rigor. We need to increase time on task reading grade level text, engaging in discussion, and writing with feedback. We need more emphasis on foundational skills, with high-quality feedback and opportunities to use that feedback.

Based on Math STAR/FAST data, 3rd and 4th-grade students need to focus on Number and Operations and 5th-grade students need to focus on Operations and Algebraic Thinking. Contributing factors include lack of consistency with student-centered instruction and standards-based instruction with rigor. We need to
consistently use Purposeful Questions, Number Routines, and multiple forms of assessment to inform instruction (Unit Assessments, Exit Tickets, MFAS, Illustrative Mathematics tasks, and/ or "in the moment" student work analysis). We will also use student work to guide the analysis of student learning.

Nature of Science is our focus in Kdg-5th grade. Contributing factors include a lack of consistency with the scientific method, experiment variables, and empirical evidence. We need to focus on standards articulation in vertical PLC's. Contributing factors include the need for increased professional development in CRT practices and AVID to create a more engaging curriculum.

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

Proficiency in English Language Arts will increase by 5% from 2022-23 cycle 3 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase by 5% from 2022-23 cycle 3 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Science will increase by 10% as measured by SSA (Science State Assessment).

Proficiency among our Black and ESE subgroups will increase by 5% from 2021-22 FSA to 2022-23 cycle 3 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

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

This Area of Focus, Instructional Practice specifically related to Stands-Aligned Instruction, will be monitored by FAST Assessment (Florida Assessment of Student Thinking.)

### Person responsible for monitoring outcome:

Jessley Hathaway (jessley.hathaway@stjohns.k12.fl.us)

**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.)

1. Gain a deep understanding of the B.E.S.T./NGSSS as a non-negotiable for improving student outcomes.
2. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.
3. Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

Progress monitoring between PM1, PM2, and PM3 will allow for us to better meet the needs of our students. We will not need to wait before intervening and reteaching missed standards.

**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.

Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.
Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups. Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

**Person Responsible:** Cynthia Smeland (cynthia.smeland@stjohns.k12.fl.us)

**By When:** We will begin this process during pre-planning and will be on-going as evidenced by lesson plans during the 23/24 school year.

**#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.

ELA and Math Achievement for SWD was our lowest performing subgroup.

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

Learning gains of Students with Disabilities will increase by 10 percentage points in both ELA and Math based on FAST data.

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

Individual student with disabilities data will be monitored through performance matters. Student likelihood to make a gain based on that data will be noted and calculated. Professional Learning Communities will be used to monitor progress of individual students with disabilities. Student progress will also be monitored quarterly through IEP progress reports.

**Person responsible for monitoring outcome:**

Jessley Hathaway (jessley.hathaway@stjohns.k12.fl.us)

**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.)

Wilson Fundations used in small group with ESE teacher for phonics. Rewards comprehension program for grades 4th and 5th taught by an ESE teacher in small group. Small group Math instruction using best practice strategies taught by ESE teacher. Based on progress monitoring data, IEP intervention supports will be adjusted per student as needed. Reading instruction will be provided by a Reading interventionist 4 times a week for students who are currently in the lowest quartile. PLCs will help monitor to make sure all students progress in ELA and Math. ESE and Gen Ed classroom teachers will collaboratively plan to close achievement gaps.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

Wilson Fundations is a research-based multisensory phonics program. Rewards is a research-based program that provides systematic instruction in reading comprehension with some phonics based opportunities.

**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.

Wilson Fundations used in small group with ESE teacher for phonics. Small group Math instruction using best practice strategies taught collaboratively by the classroom and ESE teacher. Based on progress monitoring data, IEP intervention supports will be adjusted per student as needed. Reading instruction will

be provided by a Reading interventionist 4 times a week for students who are currently in the lowest quartile. PLCs will help monitor to make sure all students progress in ELA and Math. ESE and Gen Ed classroom teachers will collaboratively plan to close achievement gaps.

**Person Responsible:** Amanda Devany (amanda.devany@stjohns.k12.fl.us)

**By When:** This will start during pre-planning and its effectiveness will be monitored by formative assessments and PM1, PM2, and PM3 data.

## #3. ESSA Subgroup specifically relating to Black/African-American

**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.

We need to close the gap between black and non-black students in ELA. We will use PLCs to plan for and monitor the work across all grade levels. Our goal is to build leadership capacity with grade level teams to plan with a greater focus on closing gaps.

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

During the 22/23 school year, proficiency scores for black students in 3rd-5th grades was 31%. Our overall proficiency was 59%.

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

Proficiency in English Language Arts will increase by 10% from 2022-23 on PM3 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

**Person responsible for monitoring outcome:**

Jessley Hathaway (jessley.hathaway@stjohns.k12.fl.us)

**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.)

ELA interventions using research based instructional practices will be provided by the ELA coach, classroom teacher, and/or paraprofessionals 4 times a week for AA students who are currently in the lowest quartile. Teams will meet during PLCs to analyze data and see if interventions are working.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

The Professional Learning Communities at Work process is a proven on-going collaborative opportunity to help all students progress and monitor progress. Use of this small group conducted by the ELA and Math coach, targeting black students, has been used in the past and closed gaps with our lowest quartile.

**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.

Identify black students not proficient based on FAST testing. Plan and implement small group instruction for those students four days per week.

**Person Responsible:** Jessley Hathaway (jessley.hathaway@stjohns.k12.fl.us)

**By When:** Implement collaborative teams during pre-planning who use the PLC process to support ELA and instruction on essential standards.

**#4. Positive Culture and Environment specifically relating to Other**

**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.

OES is a title 1 school that serves a population of students who experience difficult life situations. Our students have difficulty regulating their emotions and it often disrupts the classroom and results in students missing valuable learning time. We decreased our discipline referrals by over 500 but still averaged 4.1 referrals a day.

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

OES will have less than 300 total discipline referrals for the school year.

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

Discipline referrals will be monitored through the school's school management system and we discuss during our monthly PBIS meetings.

**Person responsible for monitoring outcome:**

Faye Jenkins (faye.jenkins@stjohns.k12.fl.us)

**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.)

In order to create a positive learning environment and reduce student behavior referrals in all grade levels, Osceola Elementary School will implement the strategies and tools for self regulation and pro-social skills from the Social and Emotional model of Conscious Discipline and continue implementation of Positive Behavior Intervention & Support. Data shows that the number of referrals we have written were for defiance and disrespect. Teachers will consciously conduct a review and reflection of behavior expectations for each
segment of the day.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

All teachers will greet students at the door as they enter in the morning. All classrooms will offer a safe place/area in their classrooms for students to manage their emotions. Teachers will practice breathing techniques with the students and use those techniques when appropriate/necessary. The administrative and PBIS team will offer support and training to teachers throughout the school year. PBIS strategies will continue to be implemented and supported.

**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 will attend Trauma Informed Care training and PBIS School Wide Overview Rotation during pre-planning.

Rooms will develop a classroom community, create classroom contracts/norms, and regularly review and reinforce PAWS expectations.

**Person Responsible:** Faye Jenkins (faye.jenkins@stjohns.k12.fl.us)

**By When:** Process will begin during pre-planning and continue during the 23/24 school year.

## 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

All grade levels in Kdg-2nd scored above 50% on the PM3 STAR assessment in ELA. Our goal is to ensure that all grade levels stay above 70% proficiency.

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

The percentage of 5th grade students proficient on the 22/23 PM3 FAST was 47%. This is 3% below the minimum target goal of 50%. Our goal is to increase that by a minimum of 10% during the 23/24 school 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

All grade levels in Kdg-2nd scored above 50% on the PM3 STAR assessment in ELA. Our goal is to ensure that all grade levels stay above 70% proficiency.

**Grades 3-5 Measurable Outcomes**

The percentage of 5th grade students proficient on the 22/23 PM3 FAST was 47%. This is 3% below the minimum target goal of 50%. Our goal is to increase that by a minimum of 10% during the 23/24 school year.

## 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.

We will use CSAs, PM1, PM2 and PM3 data to monitor student progress in 5th grade. Teachers will also create formative assessments and track results in performance matters.

### Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Hathaway, Jessley, jessley.hathaway@stjohns.k12.fl.us

## 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?

1. Gain a deep understanding of the B.E.S.T./NGSSS as a non-negotiable for improving student outcomes.
2. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.
3. Celebrate students' growth with regards to goal setting and academic progress to encourage the use of high-yield strategies and ensure continuous academic growth.

**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?

In 5th grade and across all grade levels, we will employ instructional practices to motivate and deepen student engagement including, but not limited to:
positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks
related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.
Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups. Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

**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 |
|---|---|
| Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected<br>outcomes that carry the full weight of the standards. Become familiar with the design in order to understand what students are expected to master. | Smeland, Cynthia, cynthia.smeland@stjohns.k12.fl.us |
| Employ instructional practices to motivate and deepen student engagement including, but not limited to:<br>positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks<br>related to student interests & cultural backgrounds; opportunities for students to ask their own questions,<br>set their own goals, and make their own choices.<br>Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level<br>thinking through questioning, class discussions, problem solving activities, and/or collaborative study<br>groups. Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. | Smeland, Cynthia, cynthia.smeland@stjohns.k12.fl.us |
| Implement goal setting opportunities where students regularly and visibly participate in setting their own<br>goals, monitoring their academic progress throughout the year, revising their goals based on data, and<br>celebrating successes. Implement student-led conferences to allow students to share their academic goals and their progress with family members. | Devany, Amanda, amanda.devany@stjohns.k12.fl.us |

## Title I Requirements

**Schoolwide Program Plan (SWP) Requirements**
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**
List the school's webpage* where the SIP is made publicly available.

Osceola Elementary School believes in involving parents in all aspects of its Title I programs. Osceola Elementary invites all parents to join our SAC (School Advisory Council. At least 51% (non-employee) parent representation is required for a quorum to vote on agenda items. In addition, all parents were given surveys during the school year seeking their input on activities, training, and materials they needed to help their child.
Then an end of year survey is given to evaluate how we met their needs. Results of parent surveys are reviewed by SAC to determine needed changes. During monthly SAC meetings, the Osceola Schoolwide Program, SIP, and the Osceola Parent and Family Engagement Plan is presented to parents

giving parents opportunities for input into the decisions regarding the implementation of the schoolwide plan, SIP, and the PFEP. At monthly SAC meetings, parents will be given opportunities to help in the decision making as to how the Parent and Family Engagement funds will be spent.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))


The leadership of Osceola Elementary has a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered in the evenings. We will schedule them on multiple nights/times involving different grade levels so parents of multiple school aged children may attend all meetings. Feedback from parents, details that this time works best for the families of our students. Most of our parents work during the day and we have a good turn out during evening events. Our attendance is strong for our Curriculum Nights/Open House. We will offer before, during, and after school conferences. This is to accommodate our parents who work during the day and at night. We will offer some parental involvement activities during and before the school day, such as our Holiday luncheons and parent breakfasts. In addition, we will offer parental involvement activities during the evening, such as our Art Walk, 3rd, 4th, & 5th Grade FAST trainings, various Parent Informational Workshops, etc. These will also be held on different days of the week. Child-care will be provided through creative events including teacher led Read and Feeds as well as reaching out to our local colleges for education students who want some hours and experience working with children. We will use our school newsletter to address these barriers for some of our school parental involvement activities. We will also make home visits as necessary.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))**

At the Annual Open House in September, Osceola will hold classroom meetings where information will be presented about the curriculum and academic assessments. This information will be presented by classroom teachers and by watching a presentation made by the principal. Parents will learn about the school-wide program, learn how to schedule parent-teacher conferences, and will be provided with opportunities for participation and decisions related to the education of their child.
Parents will be given a copy of the parent handbook and a copy of the Parental Involvement Policy Brochure. Teachers will also provide additional information on the subjects they teach, assessment plans, and on how parents can help at home. The same information will be provided in an informational packet distributed the following day for all parents who could not attend. Teachers will obtain sign-in sheets. They will provide a copy to Title I who will also maintain documentation on the dissemination of information distribution method and timelines. Parents will be given the Osceola website address which gives them access to the Florida Standards and the entire Parental Involvement Policy.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Parental Involvement is critical to the success of our Title 1 program. Jointly developed, our school distributes a school parental involvement policy to all families. Parents, teachers, and students sign our compact that focuses on shared responsibility for student achievement. These and other aspects of our

Title 1 program are explained at our grade level Title 1 Curriculum Nights. The districts coordinates with the Title II and Title III in ensuring staff development needs are provided.
Teachers: Provide core instruction, participate in student data collection and implement Tier 2 interventions.
Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate instructional activities into Tier 3 instruction, and collaborate with teachers through activities and coteaching.
Intervention Specialist: Tracks data and provides research based intervention of lowest 25%.
Instructional Math Coach: Using observations and teacher need, provides coaching and PD helping teachers implement the best instructional practices to support Math gains. Models math lessons and collaborates with the leadership team. Provides PLC support to collaborative teams.
Collaborative Liaison Team: Comprised of leaders from each team of the building who meet monthly to discuss school issues and initiatives. This group shares in leadership decisions and their input is considered when making decisions for the larger school body. Members serve as a liaison between school leadership and team members.
Community/Faith/Business Partners: Collaborate with our school to provide much needed resources to support the school's goals and overall positive environment. As a school, business partners are advertised to families and supported in the community.
Instructional Reading Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based assessment and intervention approaches.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation;
Paraprofessional Interventionists: Provide intervention for student needs who are on grade level and need enrichment opportunities provided in a smaller group.
Custodians: Help to keep the facility clean and maintained which helps students have a safe environment in
which to learn and instills a sense of pride in the building.
Title I, Part C- Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title III Services provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
The Title IX District Homeless Liaison provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

## Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

The school leadership team has developed many systems to support all stakeholders and create a positive
learning environment. Through our PBIS, school recognition, school transition and MTSS systems a positive environment is cultivated and provides effective supports for student growth.
Conscious Discipline and school-wide PBIS continue to be utilized to help meet the social and emotional needs with our students. The use of these two systems bring a positive approach to addressing behaviors
that supports adults as they seek to empathize with a student's feelings and the source of the behavior.
Students' social and emotional needs are also proactively supported through small group and individual counseling and guidance services are offered focusing on targeted issues like bullying, career

awareness,
Character Counts week, and personal safety. For deeper mental health needs, individual and group counseling is available, based on need, through a district Mental Health Counselor and through the Children's Home Society. A school Social Worker assists us with those families/students requiring home visits and assistance in targeting individual needs and strengthening the home-school connection. Osceola
Elementary is partnering with other businesses/district employees as well as Big Brothers, Big Sisters to find positive one on one mentorships for our students.
MTSS is fully implemented at Osceola to ensure students needs are proactively and positively addressed.
The MTSS team monitors and provides supports in areas of attendance, academics and social/emotional.
Student needs are frequently discussed and supports provided as data indicates. School members of the core RTI team also meet weekly to address broader school needs and identify needs. This team focuses on mental health, broader school discipline needs, and attendance.
A variety of student recognition strategies are used to build a positive environment and culture. Employees
are celebrated through the employee spotlight program. There are also many times through the year that employees are provided with treats and also celebrated during recognition such as Teacher appreciate week and other yearly celebration employee appreciation days. Students are also spotlighted once a week
and recognized for how their unique qualities contribute to their value at Osceola.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

A transition to middle school SAC meeting is held at the end of every school year. The addition of a Math Instructional Coach will help support and prepare students for their transition to middle school.
5th Grade RJ Murray Visit. 5th Grade Scheduling with Murray Representative. Osceola and Murray representatives meet to hold transition meetings for students with IEPs and EPs.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

MTSS is fully implemented at Osceola to ensure students needs are proactively and positively addressed.
The MTSS team monitors and provides supports in areas of attendance, academics and social/emotional.
Student needs are frequently discussed and supports provided as data indicates. School members of the core RTI team also meet weekly to address broader school needs and identify needs. This team focuses on mental health, broader school discipline needs, and attendance.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

Professional learning is embedded in our way of work at Osceola.
Teachers: Provide core instruction, participate in student data collection and implement Tier 2 interventions.
Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate

instructional
activities into Tier 3 instruction, and collaborate with teachers through activities and coteaching.
Intervention Specialist: Tracks data and provides research based intervention of lowest 25%.
Instructional Math Coach: Using observations and teacher need, provides coaching and PD helping
teachers implement the best instructional practices to support Math gains. Models math lessons and
collaborates with the leadership team. Provides PLC support to collaborative teams.
Collaborative Liaison Team: Comprised of leaders from each team of the building who meet monthly to
discuss school issues and initiatives. This group shares in leadership decisions and their input is
considered
when making decisions for the larger school body. Members serve as a liaison between school
leadership
and team members.
Community/Faith/Business Partners: Collaborate with our school to provide much needed resources to
support the school's goals and overall positive environment. As a school, business partners are
advertised
to families and supported in the community.
Instructional Reading Coach: Develops, leads, and evaluates school core content standards/ programs;
identifies and analyzes existing literature on scientifically based assessment and intervention
approaches.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates
development of intervention plans; provides support for intervention fidelity and documentation;
Paraprofessional Interventionists: Provide intervention for student needs who are on grade level and
need
enrichment opportunities provided in a smaller group.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

Through Head Start, the parents of our PreK children will have more contact with our school as part of Head
Start's Parental Involvement Policies. Incentives will be offered to parents to encourage early registration/
screening of these students so that they can be properly placed for the following school year. Parents
are introduced to our Kindergarten faculty, given an opportunity to register their children and enjoy the
family event. Kindergarten teachers will "screen" our Pre-Kindergarten students as they are registered
this spring before starting kindergarten.