Osteen Elementary School

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Osteen Elementary School

500 DOYLE RD, Osteen, FL 32764

http://myvolusiaschools.org/school/osteen/pages/default.aspx

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

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), (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.

The Osteen Elementary family of parents, teachers, and the community members are dedicated to the total development of each child in a positive learning environment.

Provide the school's vision statement.

Everyone, everyday striving to excel in every way!

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
Lifvendahl, Scott	Principal	Oversee all areas of SIP for implementation of implementation and impact
McAndrew, Amber	Assistant Principal	Oversee all areas of SIP for implementation of implementation and impact
West, Heather	Other	Academic Coach, will oversee weekly PLCs
Brown, Robin	Other	Academic Intervention, support Tier 2 and 3 students and oversee the MTSS system
Vazquez, Evette	Teacher, K-12	School leadership team member, grade chair for second grade
Potts, Jamie	Teacher, K-12	School leadership team member, grade chair for third grade
Davis, Jennifer	Teacher, K-12	School leadership team member, grade chair for fifth grade
Schneider, Naomi	Other	Media Specialist, oversee technology resources and support school-based literature initiatives
Percy, Kevin	School Counselor	School counselor, support MTSS processes including behavior and attendance
Acevedo, Carolyn	Teacher, K-12	School leadership team member, grade chair for kindergarten
DiPadova-Garcia, Mary	Teacher, K-12	School leadership team member, grade chair for first grade
Rodriguez, Nancy	Teacher, K-12	School leadership team member, grade chair for fourth grade
Sutliff, Jessica	Teacher, ESE	School leadership team member, grade chair for ESE department

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.

Osteen Elementary School utilizes a School Advisory Council (SAC) committee as a guiding board. Our SAC committee is made up of teachers, staff, community members and parents to gain multiple perspectives on school-based decisions. The school-based leadership team developed the SIP over the

summer of 2023 and attended district training sessions to further enhance the plan. The team then met to edit the plan and shared the information with the SAC committee. This draft was submitted to the district for review and then posted to the website to allow all parents and stakeholders the opportunity to provide input.

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 school-based leadership team meets at least twice per month and will review the SIP plan and related activities during these meetings. Our SAC committee will meet a minimum of four times a year. The SIP will be discussed at each meeting and data and relevant updates will be provided to our stakeholders.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	44%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: C
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	7	28	18	24	18	15	0	0	0	110
One or more suspensions	1	5	4	8	8	11	0	0	0	37
Course failure in English Language Arts (ELA)	0	0	0	5	2	2	0	0	0	9
Course failure in Math	0	0	0	1	2	2	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	0	1	13	0	0	0	14
Level 1 on statewide Math assessment	0	0	0	0	1	16	0	0	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	4	6	0	0	0	0	10

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	1	2	1	9	6	12	0	0	0	31

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	1	0	9	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	9	4	9	10	7	12	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	3	0	0	0	4
Course failure in Math	0	0	0	0	2	1	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	2	13	18	0	0	0	33
Level 1 on statewide Math assessment	0	0	0	2	18	21	0	0	0	41
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	0	0	5	6	0	0	0	11

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	2	2	1	0	0	0	0	6
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	9	4	9	10	7	12	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	3	0	0	0	4
Course failure in Math	0	0	0	0	2	1	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	2	13	18	0	0	0	33
Level 1 on statewide Math assessment	0	0	0	2	18	21	0	0	0	41
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	0	0	5	6	0	0	0	11

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	2	2	1	0	0	0	0	6
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	52	53	56	53	56	58		
ELA Learning Gains				54			42		
ELA Lowest 25th Percentile				45			50		
Math Achievement*	58	55	59	53	42	50	57		
Math Learning Gains				60			57		
Math Lowest 25th Percentile				39			57		
Science Achievement*	76	62	54	74	55	59	68		
Social Studies Achievement*					59	64			
Middle School Acceleration					45	52			
Graduation Rate					58	50			
College and Career Acceleration						80			
ELP Progress	58	60	59	44			53		

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	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	8
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	21	Yes	3	1
ELL	61			
AMI				
ASN				
BLK				
HSP	55			
MUL				
PAC				
WHT	69			
FRL	60			

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	35	Yes	2	
ELL	58			
AMI				
ASN				
BLK	42			
HSP	54			
MUL				
PAC				
WHT	56			
FRL	53			

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			58			76					58
SWD	17			13			44				5	29
ELL	51			46			88				4	58
AMI												
ASN												
BLK												
HSP	49			50			68				5	59
MUL												
PAC												
WHT	59			64			83				4	
FRL	50			57			74				5	61

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	56	54	45	53	60	39	74					44
SWD	22	38	38	25	44	35	41					40
ELL	60	50		49	77		70					44
AMI												
ASN												
BLK	46			38								
HSP	56	47	50	47	65	50	72					46
MUL												
PAC												
WHT	58	60	42	58	59	40	77					
FRL	54	53	48	52	58	36	76					44

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	58	42	50	57	57	57	68					53
SWD	25	20		35	40		43					
ELL	61			52								53
AMI												
ASN												
BLK	46			31								
HSP	49			45								60
MUL												
PAC												
WHT	60	45		61	65		74					
FRL	53	35	50	53	49	54	63					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	56%	53%	3%	54%	2%
04	2023 - Spring	61%	57%	4%	58%	3%
03	2023 - Spring	59%	53%	6%	50%	9%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	57%	-2%	59%	-4%
04	2023 - Spring	56%	59%	-3%	61%	-5%
05	2023 - Spring	63%	55%	8%	55%	8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	70%	61%	9%	51%	19%

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.

Our lowest performing area was math instruction in both third and fourth grades. Intensive interventions from extra intervention and an additional block of math instruction was provided last school year to move the students to the 56% proficiency which was still lower than the state data. During the 22-23 school year, we did not have an academic coach to support PLCs or planning time or a math interventionist to support our students. This is a need for our school so that our teachers are supported with planning rigorous aligned math lessons and students receive the additional supports needed to master the benchmarks.

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

The EESA subgroup of students with disabilities had the greatest decline in data with under 40% scoring proficient. Our school was understaffed and unable to fill all of the ESE vacancies. Students did not receive consistent instruction and aligned supports.

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.

Third grade math had the greatest gap compared to the state average (6%). Similarly, fourth grade math showed a 5% gap. Math intervention was unable to be provided as there was no one in the job role as the Intervention teacher had to take over a classroom. There was also an extra unit added to fourth grade to support the instruction.

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

The most improvement shown was also in math proficiency though it still fell below the state average. Overall achievement rose from 53% to 58%. This can be attributed to added interventions in 5th grade math and an additional daily math block added to the fourth grade schedule.

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

Some areas of concern we noted were attendance, substantial reading deficiency and students with disabilities and English language learners subgroups. All of these areas could be addressed by strengthening our MTSS system and problem solving process to ensure root causes are identified and targeted.

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

The systems identified as needing the most attention on our campus for the upcoming school year are: math intervention to include built-in time and planning targeted intervention time and planning to include aligned lessons and tasks that teach to the depth of the standard. A trend that has been identified is the need to provide ongoing monitoring of these systems to ensure there is evidence of implementation and impact.

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 Collaborative Planning

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.

Our needs assessment revealed that 53% of our third grade students met proficiency compared to 59% of third grade students in the state which is a 6% difference. 56% of our fourth grade students compared to 61% from the state met proficiency goals. 25% of our Students with Disabilities (SWD) subgroup met overall proficiency goals. This data supports the need for explicit and intentional, benchmark-aligned instruction. Through collaborative planning, teachers will analyze their lessons for benchmark alignment and work to plan engaging lessons with tasks aligned to the depth of the benchmarks to provide targeted interventions.

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

By February 2024, 50% of our third through fifth grade students will be able to score a 70% or higher on ELA and Math VBAs.
By January 2024, 80% of classroom teachers will provide students standards-aligned tasks as evidenced in walkthroughs.
By October 2023, coaching supports will be implemented for all new teachers. Other teachers in need of support will be tiered based on need. By March 2024, the number of teachers in need of Tier 2 and 3 coaching supports will decrease by 50%.

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

The evidenced based interventions that will be implemented to increase math achievement includes iReady to support core instruction and Reflex to support fact fluency. These programs will be monitored through fidelity checks during intervention time. Administration will walk classrooms in all grade levels weekly to monitor the delivery of instruction and transfer from common planning.
To support the coaching cycles, administration will meet twice each month with coach and teacher mentor to determine which additional supports need to be implemented. The team will discuss the levels of support and teacher support should decrease through strong coaching during the first half of the year. Wak through data will be analyzed to determine additional support.

Person responsible for monitoring outcome:
Scott Lifvendahl (shlifven@volusia.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.)

Systematic Instruction for Math Intervention

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

This intervention was chosen based on the Math FAST data. Both third and fourth grade data were below the state average, showing a need for additional supports and interventions in math.

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

<table>
<tr><td>

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.
</td></tr>
</table>

Instructional coach with administration will facilitate weekly PLCs to include benchmark-aligned planning. This will allow teachers to focus on creating aligned tasks, using academic language and having students engaged in rigorous, aligned tasks.

Person Responsible: Heather West (hcwest@volusia.k12.fl.us)

By When: Through May, 2024

Instructional coach and administration will collaboratively review planning protocols. Feedback will be provided.

Person Responsible: Heather West (hcwest@volusia.k12.fl.us)

By When: Through May, 2024

Provide coaching support based on walkthrough data using the look fors.

Person Responsible: Heather West (hcwest@volusia.k12.fl.us)

By When: Through May, 2024

Administration will walk classrooms in all grade levels weekly to monitor the delivery of instruction and transfer from collaborative planning.

Person Responsible: Scott Lifvendahl (shlifven@volusia.k12.fl.us)

By When: Through May, 2024

Leadership team and coach will meet weekly to review trends and adjust as needed.

Person Responsible: Amber McAndrew (admcandr@volusia.k12.fl.us)

By When: Through May, 2024

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

The area of focus is aligned to the District Strategic Plan Goal 3: Provide a safe, healthy, and supportive environment. Our goal is to support students in all areas of school including academics and behaviors. By strengthening our Multi-Tiered System of Supports, MTSS, process, we will better address student needs.

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

By January 2024, 80% of classroom teachers will be following the new MTSS guidelines for providing additional student supports.

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

Our MTSS Chair, Robin Brown, and district-based support team will meet on Wednesdays to discuss students who teachers have brought up through the MTSS process. Supports will be provided to these students based on individual needs. The team will share out at SLT meetings and school-based leadership will support the process.

Person responsible for monitoring outcome:

Robin Brown (rhbrown@volusia.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.)

Positive Behavioral Interventions and Supports (PBIS) System

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

To support all students, Osteen Elementary will utilize PBIS strategies. Students recite the Bronco pledge daily and follow the expectations across all areas of campus. The expectations provide Tier 1 support to all students.

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.

Form MTSS Team. Determine roles and responsibilities.

Person Responsible: Scott Lifvendahl (shlifven@volusia.k12.fl.us)

By When: September 2023

Train faculty and staff on MTSS during ERPLs and professional learnings

Person Responsible: [no one identified]

By When: January 2024

Determine schedule for MTSS meetings and work with new MTSS chair to establish protocols and procedures

Person Responsible: Robin Brown (rhbrown@volusia.k12.fl.us)

By When: October 2023

Review MTSS data monthly with leadership team

Person Responsible: Robin Brown (rhbrown@volusia.k12.fl.us)

By When: Through May 2024

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).

Collaborative planning will support all teachers across core content areas and strengthen instructional practices. Funding would be utilized to provide additional planning time outside of the school day to allow teachers to provide targeted, rigorous lessons. In order to utilize school funds, teachers or personnel wishing to use the funds would submit a request to the principal prior to the SAC meeting. After approval, the teacher or designee would then present the request to the SAC committee for approval.

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.

Dissemination of the plans will be sent to stakeholders in several ways. A flyer with QR code for access will be sent home to families, the information will be posted to the school website (https://osteen.vcsedu.org/) and a hard copy will be kept in the front office. Parents and stakeholders can fill out a form or email their feedback. School grade and important academic updates are shared with families via social media and weekly phone messages.

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 Family Engagement plan can be found on the school's website (https://osteen.vcsedu.org/). Parents are encouraged to attend parent conferences and teachers are required to schedule either phone or in-person conferences with every family. They also use Class Dojo, Remind or other forms of communication to keep families informed of their child's progress. We also use multiple social media platforms to engage families in school events.

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))

To increase the academic programs, teachers will focus on collaborative planning. This will strengthen core instruction and ensure all students have access to rigorous lessons aligned to the benchmarks. To increase social emotional learning and strengthen our MTSS process, all students will adhere to the Bronco Pledge. The pledge is recited daily on the news and quarterly assemblies are held to remind students of the expectations in all common areas. Students who need additional supports with behaviors or other concerns may receive support through our MTSS process where a team meets to determine strategies and supports to help every Bronco be successful.

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))

At Osteen Elementary, we work closely with many stakeholders to support our students. We have a health and wellness plan that utilizes community resources and supports to help our faculty and students stay healthy. They are invited to participate in local walks and athletic events. We work with the School Way Cafe and other agencies to provide healthy food options. Monthly spirit nights at Texas Roadhouse raise funds for teacher and student incentives. We also just received the support of a Unc's Ice Cream to support school initiatives.

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))

We have a school-based counselor, Mr. Percy, who works with individuals and groups of students to support their needs. He meets weekly with groups and works on specific skills or concerns. We also meet monthly with the district team and can reach out to the district mental health department as specific concerns arise.

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))

Students are made aware of many career opportunities during their social studies time. Events such as vehicle day and career day provide opportunities for students to learn about career choices.

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).

All students receive Tier One support with the PBIS systems and procedures we have implemented. The Bronco Pledge teaches school-wide expectations for all learners. In each of the common areas (cafe, recess, bus, etc.) there is a specific set of expectations. Signs are posted in each of these areas and the expectations are reviewed by the teachers during the first week of school and throughout the year. Administration reviews the expectations on the news and during quarterly expectations assemblies. Students who need additional support may have individual behavior plans where they track their behaviors and earn rewards. We also have the support of a school counselor, ESE support team and other individuals who mentor students. We also implemented the "One Child Challenge" where every adult on campus is encouraged to select one student from our Lowest Quartile list to mentor. They will meet with their student a minimum of weekly to check-in and provide support.

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 will take place frequently throughout the school year. There are 8 days designated as "Early Release Professional Learnings" or ERPLs. Of those ERPLs, 4 of them are district directed and 4 are school-based. These days will be used to provide training on relevant curricular activities and district initiatives. Osteen will also use Title I funds to provide additional planning time for our teachers. This will support core instruction.

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))

Osteen Elementary has an ESE PreK program where students receive daily support and instruction. We also work with other local agencies and provide supports for students before they enter kindergarten. We encourage the facilities to bring their students for a "Kindergarten Round-Up" where students spend time in a kindergarten class and learn about Osteen.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No