OSCEOLA MIDDLE SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Osceola Middle School is to cultivate a positive, safe environment where students are prepared for college and career success through structured, innovative learning opportunities.

Provide the school's vision statement

100% Student Success

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Derrik Craun

Position Title

Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Michael Smith

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #3

Employee's Name

Jessica Scott

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #4

Employee's Name

Heather Miller

Position Title

Assistant Principal

Job Duties and Responsibilities

No Answer Entered

C. Stakeholder Involvement and Monitoring

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. *(ESEA 1114(b)(2))*

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

Input was collected from our Student Advisory Committee (SAC) and from our Site Based Leadership Team (SBLT) along with the proposed budget shared with the entire faculty. Interest surveys were collected in order to prioritize how our Title Budget would be set. This year's SIP will progress will be shared throughout the year in SAC meetings and faculty meetings.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

We will monitor data throughout the school year and use to inform instruction. We will communicate our FAST PM1 and PM2 data for Reading and Math with parents in SAC, PTSA and Title 1 parent events and update the SIP as needed to plan for adjustments in instruction

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**38.1%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**85.6%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: C*** **2021-22: B** **2020-21:** **2019-20: C**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days							75	85	76	236
One or more suspensions							17	46	36	99
Course failure in English Language Arts (ELA)							19	9	21	49
Course failure in Math							15	14	32	61
Level 1 on statewide ELA assessment							45	67	74	186
Level 1 on statewide Math assessment							46	54	67	167
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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							44	56	62	162

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							18	14	16	48
Students retained two or more times							4	4	6	14

Prior Year (2023-24) As Last 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 school days							80	72	93	245
One or more suspensions							9	35	23	67
Course failure in ELA							16	17	38	71
Course failure in Math							8	25	36	69
Level 1 on statewide ELA assessment							59	107	113	279
Level 1 on statewide Math assessment							71	79	72	222
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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							47	61	68	176

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							5	11	8	24
Students retained two or more times							1	8	9	18

2. Grades 9-12 (optional)

> This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	53			46	49	49	45	46	50
ELA Grade 3 Achievement **									
ELA Learning Gains	55			45					
ELA Learning Gains Lowest 25%	53								
Math Achievement *	60			56	58	56	54	30	36
Math Learning Gains	61			58					
Math Learning Gains Lowest 25%	58			49					
Science Achievement *	49			51	48	49	51	52	53
Social Studies Achievement *	68			59	69	68	72	52	58
Graduation Rate							45	45	49
Middle School Acceleration	79			71	77	73	77	44	49
College and Career Readiness								66	70
ELP Progress	47			35	38	40	69	72	76

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	595
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	56%	56%	47%		52%	55%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%**
Students With Disabilities	35%	Yes	3	
English Language Learners	47%	No		
Asian Students	75%	No		
Black/African American Students	51%	No		
Hispanic Students	54%	No		
Multiracial Students	58%	No		
White Students	60%	No		
Economically Disadvantaged Students	55%	No		

	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%
Students With Disabilities	40%	Yes	2	
English Language Learners	35%	Yes	1	
Asian Students	73%	No		
Black/African American Students	47%	No		
Hispanic Students	46%	No		
Multiracial Students	54%	No		
White Students	60%	No		
Economically Disadvantaged Students	49%	No		

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%
Students With Disabilities	40%	Yes	1	
English Language Learners	44%	No		
Native American Students				
Asian Students	69%	No		
Black/African American Students	51%	No		
Hispanic Students	51%	No		
Multiracial Students	45%	No		
Pacific Islander Students				
White Students	56%	No		
Economically Disadvantaged Students	53%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	53%		55%	53%	60%	61%	58%	49%	68%	79%			47%
Students With Disabilities	15%		43%	47%	20%	44%	46%	19%	35%	45%			
English Language Learners	26%		49%	50%	38%	67%	69%	16%	47%				59%
Asian Students	70%		63%		79%	78%	62%	62%	87%	89%			
Black/African American Students	40%		62%	69%	41%	55%	57%	20%	64%				
Hispanic Students	41%		53%	56%	49%	61%	57%	31%	54%	82%			57%
Multiracial Students	57%		54%	38%	61%	67%	55%	41%	78%	69%			
White Students	55%		55%	51%	63%	60%	58%	55%	69%	77%			
Economically Disadvantaged Students	46%		53%	57%	52%	58%	52%	45%	56%	73%			59%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	46%				56%			51%	59%	71%			35%
Students With Disabilities	25%				32%			35%	28%	79%			
English Language Learners	28%				42%			27%	24%				54%
Asian Students	56%				72%			67%	79%	92%			
Black/African American Students	38%				46%			39%	44%	69%			
Hispanic Students	32%				43%			42%	43%	63%			50%
Multiracial Students	48%				52%			50%	50%	69%			
White Students	49%				61%			54%	64%	71%			
Economically Disadvantaged Students	39%				49%			41%	54%	59%			53%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	47%		45%	35%	54%	58%	49%	51%	72%	77%	69%		69%
English Language Learners	21%		43%	50%	27%	47%	50%	33%	42%	58%			69%
Students With Disabilities	25%		35%	21%	31%	49%	46%	27%	58%	70%			
Native American Students													
Asian Students	63%		69%	60%	76%	74%		62%	69%	80%			
Black/African American Students	36%		44%	34%	44%	63%	55%	34%	71%	75%			
Hispanic Students	35%		35%	32%	41%	54%	47%	47%	78%	73%			71%
Multiracial Students	46%		41%	8%	49%	44%	20%	57%	71%	69%			
Pacific Islander Students													
White Students	50%		46%	37%	58%	58%	52%	53%	73%	78%			
Economically Disadvantaged Students	39%		42%	29%	47%	57%	52%	44%	70%	74%			73%

E. 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.

> Data for 2023-24 had not been loaded to CIMS at time of printing.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

For the 2023-24 school year, we showed the most improvement in Learning Gains for ELA of our lowest 25%. We improved 19% (35 to 54%) from the last L25 report in the 2021-22 school year. We had an overall improvement of 6% in ELA Proficiency from last school year.

Our ELA Actions included:

1.   Pull out support for 2.2 PM2 Reading students during electives by providing specific support based on student need for remediation
2.   Side-by-side lesson support for select ELA teachers.
3.   TDEs for ELA teachers to collaborate on Benchmark Planning using Gold Docs and Pacing Guide
4.   Utilize rotations in ELA classes by providing whole group instruction followed by releasing into intentional small groups.
5.   Intentional remediation during Enrichment time for targeted students
6.   Recognize/incentivize students for showing growth, utilizing planning sheets, and motivate their best effort in PM3 testing.

Lowest Performance

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

We showed our lowest performance in 8th Grade Science where we decreased 2% in proficiency compared to last year. Despite several interventions and continuous monitoring and reteaching, we did not achieve the growth we hoped for. Student motivation and the need for our teachers to remediate 6th and 7th grade standards due to deficiencies that existed with our students.

Greatest Decline

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

Our largest and only decline in data was in 8th Grade Science where we decreased 2% in proficiency

compared to last year. Despite several interventions and continuous monitoring and reteaching, we did not achieve the growth we hoped for. Student motivation and the need for our teachers to remediate 6th and 7th grade standards due to deficiencies that existed with our students.

Greatest Gap

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.

We did not score below the state average in our Civics EOC or Science SSA.

EWS Areas of Concern

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

1. 2023-24 7th grade students saw the largest number of Level 1 students in Reading.
2. 2023-24 7th grade students saw the largest number of course failures in Math.

Highest Priorities

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

·   Utilize all 5 phases of focused note-taking to support critical thinking
·   Manage a school-wide binder system to helps students take ownership of learning
·   Create an authentic engaging classroom by integrating tasks that are meaningful, offer choices, connect to students' interest and foster problem solving skills.
·   Provide students opportunities to write about and discuss what they read and think

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The achievement of proficiency by Osceola Middle School students at the close of the 2023-24 school year, according to the 2024 FAST assessment, was 53%.. This low percentage of student proficiency has identified this as a critical area of concern and warrants a need for improvement. The problem is occurring because of failure to reach the depth and task demands of the ELA benchmarks, lack of appropriate rigor in everyday lessons, and not ensuring that texts utilized in classes reach the appropriate level of cognitive complexity.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to the 2025 FAST Assessment, Osceola Middle School students will show a 7% increase in ELA proficiency, bringing the level of attainment to 60%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The ELA Area of Focus will be monitored by administration in the following ways:
The administration will ensure that the feedback teachers receive during classroom walk-throughs is authentic and constructive. Teachers will be empowered to discuss classroom walk-through feedback with administration and work together to ensure that instructional practice continues to strengthen. Furthermore, teachers will have opportunities for classroom management trainings, which will help ensure sound instruction with a high level of student engagement. The routine use of AVID and WICOR strategies, such as focused note taking, collaboration, and inquiry will be a way of work throughout all ELA and reading classrooms. Lastly, teachers will break down student data on module assessments, and identify benchmarks with low student mastery to guide their instruction. Remediation and extension activities will be conducted daily in all classrooms.

Person responsible for monitoring outcome
Michael Smith, Assistant Principal

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Use of close reading strategies such as text marking and focused note taking to enhance student understanding of complex texts.

Rationale:
The use of close reading strategies will allow students to interact with the text more than just one time. Analyzing and engaging with complex texts more than once will allow students to develop deep analysis skills and expose students to more vocabulary.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Routine practice of using student data (daily, monthly, and Progress Monitoring) to guide instruction to ensure students meet grade level proficiency.

Rationale:
Ensuring that our way of work is to "listen to the data" is critical for student success. Teachers will become experienced in the routine analysis of student data on assignments, module assessments, and other formative tasks, which will allow them to make instructional decisions for every student. Students will be exposed to remediation of benchmarks daily that they did not meet mastery of or will enjoy extension activities to dig deeper within each ELA benchmark.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
Utilize a common board configuration within the department

Rationale:
Using a common board configuration allows teachers to quickly see target/task alignment, appropriate rigor, and even task demands of each ELA benchmark. Utilizing a common configuration within the department allows both teachers and administrators to ensure that lessons meet crucial components needed to foster student success.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Administrative Walk Throughs

Person Monitoring:	**By When/Frequency:**
Michael Smith	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administration team will conduct weekly walkthroughs to provide teachers with appropriate feedback using district provided resources (gold docs, Look-For Tool).

Action Step #2
Authentic Professional Development

Person Monitoring:	**By When/Frequency:**
Michael Smith	On-going throughout 2024-25 School Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be offered professional development opportunities to strengthen areas of instructional weaknesses. These authentic opportunities will target each teacher's needs, and administration will help teachers implement the skills and concepts gained into their everyday practice.

Action Step #3
Structured PLC Meetings

Person Monitoring:	**By When/Frequency:**
Michael Smith	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
All ELA and reading teachers will participate in weekly PLC meetings with their colleagues and administration. These meetings will maximize on the state of student achievement within the department, and teachers and administration will work together to break down student data and identify appropriate next steps to take to ensure all students are making learning gains. Teachers will also work together, with district provided resources, to plan rigorous lessons for each ELA benchmark.

Action Step #4
Attending "20 and Out" PD

Person Monitoring:	**By When/Frequency:**
Michael Smith	On-going throughout 2024-25 School Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be expected to attend "20 and Out" professional development sessions at OMS throughout the school year. These opportunities offer evidence-based strategies to strengthen instructional practice and student achievement. After a "20 and Out" session, teachers will discuss next steps on how to implement strategies within department PLCs.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our areas of focus for Mathematics are continued implementation of the Florida B.E.S.T. Standards, standard-target-task alignment and high quality, standards-based instruction in all classrooms to ensure a 4% increase in student performance. Foci are needs that were identified from the analysis of 2023-2024 student data.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of all students achieving math proficiency in 6th grade will increase from 55% to 67%, in 7th grade from 26% to 30% and in 8th grade from 61% to 64% as measured by the 24-25 FAST Assessment.

The percent of all students achieving math proficiency in Algebra 1 will increase from 89% to 92% and in Geometry will maintain 89% to 100% as measured by EOC data scores.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Review of F.A.S.T. Progress Monitoring data, unit test data, classroom walkthroughs and common planning PLC's.

Person responsible for monitoring outcome
Jessica Scott (scottjes@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
1. Continue to strengthen teachers' abilities to align learning targets and tasks to B.E.S.T Math standards and to embed the Mathematical Thinking and Reasoning Standards. 2. Support staff to

utilize data to organize students to interact with content in a manner which differentiates/scaffolds instruction to meet the needs of each student. 3. Strengthen collaboration between teachers with a specific focus on high quality standards-based instructional strategies. 4. Collaboration between teacher for authentic student engagement activities.

Rationale:
OMS students met our 23-24 school year math goals we are adding collaboration between teacher for authentic student engagement activities to increases our proficiency percentages.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Teacher Common Planning PLCs aligned

Person Monitoring:	**By When/Frequency:**
Scott, Jessica (scottjes@pcsb.org)	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize systemic documents to effectively plan for units that incorporate the MTRs, rigorous performance tasks as well as authentic student engagement aligned to the B.E.S.T standards.

Action Step #2
Staff Professional Development

Person Monitoring:	**By When/Frequency:**
Scott, Jessica (scottjes@pcsb.org)	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
AVID site-based training, including a heavy concentration on Focused Note Taking and other WICOR strategies, including the College & Career Readiness Framework, raises the quality of instruction in all classrooms and increases authentic student engagement.

Action Step #3
Differentiation Instruction

Person Monitoring:	**By When/Frequency:**
Scott, Jessica (scottjes@pcsb.org)	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will provide differentiation within each unit of instruction that includes students' readiness, interests and/or learning style preference.

Action Step #4
Teacher Collaboration

Person Monitoring: **By When/Frequency:**
Scott, Jessica (scottjes@pcsb.org)   Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will participate in professional development, by weekly grade level PLC, common, Content PLCs, and peer review/observation around the B.E.S.T Standards, the MTRs and differentiation in the mathematics classroom.

Action Step #5
Data

Person Monitoring: **By When/Frequency:**
Scott, Jessica (scottjes@pcsb.orh   Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize data from unit assessments and Progress Monitoring tests to address gaps and create Individualized Action Plans; students will maintain Individual data sheets that will be used throughout the year and will be updated with all PM data, becoming the basis for data chats.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our areas of focus for 2024-2025, based on analysis of 2023-2024 student data, are to enhance teacher capacity in planning complex tasks and planning to differentiate instruction to meet the needs of each student

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of students achieving Social Studies proficiency will increase from 68% to 75%, as measured by Civics EOC scores; specifically, 7th grade student proficiency will increase from 80% to 85% and 8th grade student proficiency will increase from 48% to 55%. 100% of US and World History teachers will implement and monitor DBQ Online with their students each quarter.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The area of focus will be monitored by review of Cycle assessment data, classroom walkthroughs,

unit assessments on PM data and bi-weekly content based common planning PLC's.

Person responsible for monitoring outcome
Craun, Derrik (craund@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
1. Strengthen staff ability to implement authentic student engagement. 2. Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

Rationale:
OMS students scored a 68% on the 2024 Civics EOC; that is a 9% increase from the 59% on the 2023 Civics EOC.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
AVID Training for Complex Tasks

Person Monitoring:	**By When/Frequency:**
Craun, Derrik (craund@pcsb.org)	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
AVID site-based training, which includes a heavy concentration on Focused Note Taking phases 4 and 5 and incorporates WICOR strategies, allowing for differentiation/scaffolding to occur in classrooms.

Action Step #2
Data for Civics and History PLCs

Person Monitoring:	**By When/Frequency:**
Craun, Derrik (craund@pcsb.org)	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase authentic student engagement. Planning of instruction will occur in monthly department and bi-weekly common planning PLCs where student responses to formative

and summative assessments will be analyzed. Lessons for remediation and enrichment will be created to meet the needs of the students. Students' Civics tracking sheets will be shared as will usage reports from DBQ online.

Action Step #3
Reduce Civics class sizes and provide TDEs for teachers

Person Monitoring:	**By When/Frequency:**
Craun, Derrik (craund@pcsb.org)	Beginning of the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Through Title 1 funds, do the following: 1- Add 1 Social Studies teaching unit to reduce student/teacher ration in Civics classes; 2- Provide TDEs for Civics teachers to collaboratively plan units and analyze Mock EOC data.

Action Step #4
Writing in Response to text

Person Monitoring:	**By When/Frequency:**
Craun, Derrik (craund@pcsb.org)	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will plan to provide students with the opportunity to write in response to complex text (DBQ Online) in alignment with the ELA Writing Model; teachers will monitor responses on DBQ online and provide feedback to students on the quality of the written responses, using the ELA Writing rubric provided by the ELA Team.

Action Step #5
Primary sources and Supplemental resources

Person Monitoring:	**By When/Frequency:**
Craun, Derrik (craund@pcsb.org)	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will utilize primary sources and supplemental resources, including challenging and technical passages that elicit critical reading and thinking; Teachers will use primary source and secondary source materials from curriculum guides and the 6-8 SS SharePoint site.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The grade 8 Science achievement showed a 2% decrease during the 2023-2024 academic year. The goal is to increase by 11%

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2023-2024 academic year, the grade 8 Science achievement level will move from 49% achievement to 60% achievement.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Using a school-wide agenda template, the regularly scheduled Professional Learning Community (PLC) will be strengthened through the uniform format. Increasing structure around conversations about academic data will drive the main portion of the collaboration. Teachers will collaborate on increases and decreases on teacher-made assessments, district unit assessments, and district cycle assessments. Additionally, time in the PLC will be used to modify instruction moving forward and to also continually plan for remediation of lacking content/standards.

Using administrative walkthroughs, immediate teacher feedback will better inform each PLC as the academic year progresses. This feedback will also engage teachers and admin in conversations about adjusting pacing so proper remediation can occur.

Person responsible for monitoring outcome
Miller, Heather (millerhea@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Provide teachers with resources, materials, professional development, and monitoring with feedback on appropriate levels of rigor within the tasks assigned to students.

Rationale:
Students need to master each standard and ensure they retain content, and also need to build endurance within reading and writing within the content to ensure they are able to achieve proficiency on the Statewide Science Assessment (SSA). Closely aligning students' abilities to read proficiently will be monitored for those that are receiving outside support for reading proficiency. Sharing data between reading and science teachers can better equip and inform each person on individual student progress and further needs.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Common PLC Template

Person Monitoring:	**By When/Frequency:**
Miller, Heather (millerhea@pcsb.org)	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
School-wide uniform PLC template with planned data-driven questions and probes.

Action Step #2
Data Driven Collaboration

Person Monitoring:	**By When/Frequency:**
Miller, Heather (millerhea@pcsb.org)	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create informed, data-driven collaboration between grade 8 Reading teacher(s) and grade 8 Science teacher(s), and within the 8th grade science teacher team, to align individual student needs in reading deficiencies to appropriate instruction and rigor to increase standard mastery and build endurance for SSA. Reading teacher will use iReady Diagnostic data to support Science teachers in identifying individual students needs. Science teachers will share sample SSA questions with reading teacher to use in reading class, as appropriate.

Action Step #3
Common Reading Annotation System

Person Monitoring:	**By When/Frequency:**
Miller, Heather (millerhea@pcsb.org)	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Develop a common reading annotations system for all science classes in order to support students' reading comprehension for science text.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We will increase the frequency of utilization of FNT phases 4 and 5 from 5% each to 10% each,

students will be utilizing a schoolwide binder in all subject areas and all teachers will be implementing authentic student engagement activities.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Approximately 25% of all teachers systematically utilized binders to support instruction and learning in the 23-24 school year.
Approximately 5% of teachers are used FNT phases 4 and 5 in the 23-24 school year.
We will be using student engagement surveys to determine individual teacher's student engagement levels.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Observation Walkthrough data, student achievement data, and student engagement surveys.

Person responsible for monitoring outcome

Miller, Heather (millerhea@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
We will utilize Penda learning online resource to support students in closing learning gaps in grades 6-8 science standards.

Rationale:
Penda differentiates instruction for students based on their current level of performance in order to fill in gaps in standards mastery.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Review Data for science cycle assessments and hold PLCs to discuss an action plan based on the

results.

Person Monitoring:
SBLT

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will be reviewing walkthrough data at monthly SBLT meetings

Action Step #2
Review Data

Person Monitoring:
Administration

By When/Frequency:
Weekly Admin meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Admin will review data from walkthroughs weekly to take to SBLT monthly.

Area of Focus #6

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on our 2023-24 ESSA Subgroup data, we need to improve our ESE student outcomes in overall student achievement data. We will focus on helping students understand how to utilize their accommodations and how they will help them learn and help them on their assessments.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 2023-24 school year, OMS ESE students achieved only 35% of the index points which we will improve to over 43% for the 2024-25 school year.
According to the 2024-25 FAST assessment, Osceola Middle School will see an ELA proficiency increase of 20%, setting our overall level of proficiency from 15% to 35% in ELA as measured by the 2024-25 FAST assessment for ESE students taking the FAST assessment in Reading.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will monitor the growth of ESE students when analyzing all of our cycle assessments for our core tested areas. This will be executed through all monthly PLCs and led by the administrators for each

of the core content areas.

Person responsible for monitoring outcome
Miller, Heather (millerhea@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
1. Strengthen the use of effective classroom management techniques to ensure an appropriate academic environment. 2. Use of data to guide instruction, including appropriate extension and remediation activities. 3. Support students by using focused note taking to allow for deeper understanding of concepts learned. 4. Support in developing rigorous daily lessons to meet the depth of the ELA benchmarks. 5. Use of close reading strategies such as text marking and text dependent questions to nurture deeper understanding of grade appropriate texts.

Rationale:
Students with disabilities need differentiated instruction and support with organization and need to be provided tasks that are cognitively complex.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Support all ESE students by providing Specially Designed Instruction based on the individual needs of the student.

Person Monitoring:	**By When/Frequency:**
Miller, Heather	Bi-monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
1. Strengthen the use of effective classroom management techniques to ensure an appropriate academic environment. 2. Use of data to guide instruction, including appropriate extension and remediation activities. 3. Support students by using focused note taking to allow for deeper understanding of concepts learned. 4. Support in developing rigorous daily lessons to meet the depth of the ELA benchmarks. 5. Use of close reading strategies such as text marking and text dependent questions to nurture deeper understanding of grade appropriate texts.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Throughout the 2024-25 school year, instructional staff will have the opportunity to serve on a committee dedicated to teacher retention. This committee will look at current practices and allow time where teachers and administrators can work together to improve practices at Osceola Middle School. This committee will also identify problems as well as create solutions to ensure that staff remain confident in their decision to continue their career at Osceola Middle School. We will be utilizing teacher buck to promote positive behavior, collaboration and professional development.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 23-24 school year, we retained 91% of our teachers
In the 22-23 school year we retained 72% of our teachers

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Teacher bucks will be monitored through PBIS store.
All committees will have agendas and minutes do monitors teacher engagement.

Person responsible for monitoring outcome

Craun, Derrik (craund@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Mentoring for new teachers, PD 20 and outs, AVID training on teacher in-service days as well as walkthrough feedback.

Rationale:

We have implemented these interventions in the 23-24 school year and are adding more to have successful retention of our teachers.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Teacher Committees

Person Monitoring:	**By When/Frequency:**
Craun, Derrik (craund@pcsb.org)	August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will learn about new committee choices and will have choice in which committee they sign up for.

Action Step #2
Teachers Bucks

Person Monitoring:	**By When/Frequency:**
Scott, Jessica (scottjes@pcsb.org)	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will earn PBIS bucks and will be presented with a menu of options to redeem.

Action Step #3
Current Practices

Person Monitoring:	**By When/Frequency:**
Smith, Michael	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will work with administration to continuously review current practices at OMS and work to improve any practices that do not meet our mission and vision.

Action Step #4
PD

Person Monitoring:	**By When/Frequency:**
Craun, Derrik (craund@pcsb.org)	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will have the opportunity to participate in different onsite PD offerings during their planning period.

Action Step #5
Teacher Supplies

Person Monitoring:	**By When/Frequency:**
	Beginning of the year and faculty meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will have classroom kits given to them at the beginning of the year, containing common supplies, and will be able to replenish supplies as needed throughout the year to minimize out of pocket spending. All new teachers will receive a PD binder, which will be updated throughout the year. Returning teachers will utilize their binders they received on 23-24

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

https://www.pcsb.org/osceola-ms

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

https://www.pcsb.org/osceola-ms

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

· Utilize all 5 phases of focused note-taking to support critical thinking
· Manage a school-wide binder system to helps students take ownership of learning
· Create an authentic engaging classroom by integrating tasks that are meaningful, offer choices, connect to students' interest and foster problem solving skills.
· Provide students opportunities to write about and discuss what they read and think
Provide additional teaching unit in social studies in order to lower class sizes to provide more one on one and small group instruction more often. In addition, we are utilizing Title 1 funds in order to provide a portion of an additional unit in Language Arts to lower class sizes.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

We will be partnering with Pinellas Technical College for our Intro to the Trades course to help inform and teach students about the various trades and career pathways.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

The structure of our choices of targeted learning allows for our students to receive lessons and support in regard to mental health and access to support services as needed. Our volunteer coordinator woks to increase mentoring services and pairs with students in need of support.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

All students will receive career planning support from school counselors in Naviance.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

We will hold monthly grade level Child Study Team (CST) meetings as well as Multi-Tiered System of Support (MTSS) meetings for each grade level. These meetings will analyze data to problem solve and provide support/interventions as needed for students who are not consistently modeling our school wide guidelines for success.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

We will provide onsite PD opportunities for staff monthly through 20 N Out (20 minute PD sessions during teachers' planning) and Strategy Walk opportunities for teachers to observe each other.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early

childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

NA

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

All SIP funds will be used to purchase resources that will benefit students in becoming engaged and motivated in learning opportunities.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00