

Pinellas County Schools

# OSCEOLA MIDDLE SCHOOL



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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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

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100% Student Success

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

### 1. School Leadership Membership

#### 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

craund@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

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Instructional Leadership and providing a safe learning environment for students

#### Leadership Team Member #2

##### Employee's Name

Gwendetta Richards

richardsgw@pcsb.org

##### Position Title

Assistant Principal

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**Job Duties and Responsibilities**

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Instructional Leadership and providing a safe learning environment for students

## **Leadership Team Member #3**

**Employee's Name**

Jessica Scott

scottjes@pcsb.org

**Position Title**

Assistant Principal

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**Job Duties and Responsibilities**

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Instructional Leadership and providing a safe learning environment for students

## **Leadership Team Member #4**

**Employee's Name**

Michael Smith

smithmichaell@pcsb.org

**Position Title**

Assistant Principal

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**Job Duties and Responsibilities**

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Instructional Leadership and providing a safe learning environment for students

## **2. Stakeholder Involvement**

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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Input was collected from our Student Advisory Committee (SAC), Principal Advisory Board, 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.

### **3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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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.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>86.4%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT</b> (UNISIG)	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES</b> <b>(SWD)*</b> <b>ENGLISH LANGUAGE LEARNERS</b> <b>(ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN</b> <b>STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED</b> <b>STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: B</b> <b>2023-24: B</b> <b>2022-23: C</b> <b>2021-22: B</b> <b>2020-21: C</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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	
School Enrollment	0	0	0	0	0	0	315	287	339	941
Absent 10% or more school days	0	0	0	0	0	0	86	7	72	165
One or more suspensions	0	0	0	0	0	0	9	35	26	70
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	10	20	4	34
Course failure in Math	0	0	0	0	0	0	13	15	6	34
Level 1 on statewide ELA assessment	0	0	0	0	0	0	49	50	47	146
Level 1 on statewide Math assessment	0	0	0	0	0	0	15	16	57	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	30	62	59	151

#### Current Year 2025-26

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	0	0	0	0	0	0	5	7	4	16
Students retained two or more times	0	0	0	0	0	0	3	2	3	8



**Prior Year (2024-25) 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							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-6.053, 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

**Prior Year (2024-25) 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							44	56	62	162

**Prior Year (2024-25) 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							18	14	16	48
Students retained two or more times							4	4	6	14

## 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

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	60	58	53	55	53	46	49	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	58	59	59	55	58	56			
ELA Lowest 25th Percentile	53	52	52	53	53	50			
Math Achievement*	58	65	63	60	61	60	56	58	56
Math Learning Gains	54	60	62	61	61	62			
Math Lowest 25th Percentile	53	59	57	58	59	60			
Science Achievement	53	59	54	49	52	51	51	48	49
Social Studies Achievement*	69	79	73	68	75	70	59	69	68
Graduation Rate									
Middle School Acceleration	80	84	77	79	80	74	71	77	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	42	49	53	59	44	49	35	38	40

\*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	579
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
58%	60%	56%	56%	47%		52%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	4	
English Language Learners	50%	No		
Asian Students	79%	No		
Black/African American Students	43%	No		
Hispanic Students	58%	No		
Multiracial Students	66%	No		
White Students	60%	No		
Economically Disadvantaged Students	54%	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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	59%		58%	53%	58%	54%	53%	53%	69%	80%			42%
Students With Disabilities	20%		39%	37%	30%	48%	42%	23%	42%				
English Language Learners	49%		55%	53%	50%	48%	33%	50%	71%				42%
Asian Students	72%		69%		80%	76%		79%	81%	93%			
Black/African American Students	42%		49%	42%	37%	43%	43%	31%	53%	50%			
Hispanic Students	57%		59%	53%	57%	61%	56%	43%	64%	90%			44%
Multiracial Students	62%		59%	60%	63%	55%	50%	71%	82%	93%			
White Students	60%		58%	54%	59%	53%	55%	56%	71%	78%			
Economically Disadvantaged Students	51%		53%	50%	51%	51%	47%	50%	65%	79%			42%
07/2025													

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%			59%
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%	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%

## 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	58%	61%	-3%	60%	-2%
ELA	7	59%	59%	0%	57%	2%
ELA	8	56%	59%	-3%	55%	1%
Math	6	49%	63%	-14%	60%	-11%
Math	7	24%	33%	-9%	50%	-26%
Math	8	66%	64%	2%	57%	9%
Science	8	52%	58%	-6%	49%	3%
Civics		72%	78%	-6%	71%	1%
Algebra		82%	59%	23%	54%	28%
Geometry		100%	53%	47%	54%	46%

### III. Planning for Improvement

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#### 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?

---

Our ELA proficiency increased by 6% (53% to 59%) and was only 1% short of our school wide goal. Common planning in grade level language arts classes, ongoing data analysis with adjustments with instruction as a result have contributed to our improvements in this area.

##### **Lowest Performance**

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 with our L25% students in Math. Despite several interventions such as small group pull out and push in support, we were not able to reach our most struggling students in Math.

##### **Greatest Decline**

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

---

Overall learning gains in Math was our largest decline in school data. A more intentional focus on monitoring student thinking and small group instruction in order to provide differentiation will help us achieve more positive results.

##### **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.

---

No significant gaps were identified compared to the state average.

##### **EWS Areas of Concern**

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

---

Math Learning gains and ESE student achievement are our 2 largest concerns based on our school wide data.

##### **Highest Priorities**

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

---

L25 Math Gains

Overall Math Learning Gains

ESE student achievement

Social Studies achievement

## 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

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.

---

Osceola Middle School will focus on increased proficiency (Level 3+) in reading as measured by the state of Florida FAST assessment. At the close of the 2024-2025 school year, OMS saw 59% of the students attain proficiency in reading. The lack of proficiency in some students is occurring due to an absence of differentiated instruction in ELA classrooms, especially for ESE students and other subgroups. As teachers learn and become more comfortable with small group instruction within their classrooms, students will be able to work through remediation for specific skills and concepts that are blocking them from reaching higher levels of proficiency on the FAST assessment.

#### Measurable Outcome

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.

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At the close of the 2025-2026 school year, OMS will achieve 65% proficiency in reading as measured by the FAST assessment, which will be a 7% increase in proficiency from the 2024-2025 school year.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

This initiative will be monitored by providing teachers with job embedded professional development opportunities throughout the school year to help them initiate small group differentiation and continue with this consistency throughout the school year. Furthermore, routine and meaningful walkthroughs from the administration team and district personnel will provide specific feedback to teachers to aid them in developing their craft.

#### Person responsible for monitoring outcome

Michael Smith, Assistant Principal

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Teachers will strengthen and implement small group instruction throughout their daily lessons. This will allow students to receive more personalized instruction within the ELA content. Small groups will be fluid and will change daily depending on the needs of the students. Teachers will maintain accurate and specific data points for each of their students throughout the year to better aid them in ensuring students receive remediation or extension daily.

**Rationale:**

Teachers need to differentiate their instruction daily to ensure the needs of the students are met. By adding small group instruction into their daily lesson plans, teachers can adequately raise the rigor based upon where each student is at in relation to mastering the benchmark.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Pre School Data Review

**Person Monitoring:**

Michael Smith, Assistant Principal

**By When/Frequency:**

August 11, 2025

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

All teachers will utilize pre-school planning to do a review of 2024-2025 student data. This data dive will aid teachers in purposeful planning for the first few weeks of the new school year and will help teachers begin to set up differentiated instruction structures within their lessons to immediately begin remediation tailored to each student's needs.

**Action Step #2**

Effective PLC Meetings

**Person Monitoring:**

Michael Smith, Assistant Principal

**By When/Frequency:**

Throughout 2025-26 School Year

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

Teachers will attend regularly scheduled PLC meetings with their grade level teammates and administrator to ensure lesson planning is meeting the depth of the ELA benchmarks. Furthermore, PLC topics will include, but are not limited to: ESE student mastery, completing student work ahead of time, small group implementation in daily lessons, and ensuring the learning environment is structured and high expectations are set. Teachers will also review student data on assignments, module performance tasks, PM testing, etc. to ensure the information is used to drive remediation

and extension activities.

### **Action Step #3**

Differentiated Professional Development for Staff

#### **Person Monitoring:**

Michael Smith, Assistant Principal

#### **By When/Frequency:**

Throughout the 25-26 School Year

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

The ELA department will utilize professional development opportunities that is differentiated for each department member so that every teacher is able to grow in their craft. Admin. will use walkthrough feedback as well as working within the teachers' classrooms with students to suggest specific PD and will follow up with the staff members to ensure transfer of new skills and concepts into their practice.

### **Action Step #4**

Monitor with Specific Feedback

#### **Person Monitoring:**

Michael Smith, Assistant Principal

#### **By When/Frequency:**

Throughout the 25-26 School Year

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

Teachers will be provided professional development in the area of monitoring student progress and providing specific feedback to help students master the benchmarks. Teachers will provide specific feedback to their students multiple times throughout each lesson to support proficiency of the lesson content.

### **Action Step #5**

Supporting our Bridging the Gap Students in ELA Proficiency

#### **Person Monitoring:**

Michael Smith

#### **By When/Frequency:**

Throughout the 25-26 School Year

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

In the 2024-25 school year, our African American Students were 42% proficient in ELA as measured by the FAST PM3 Reading assessment. For the 25-26 school year, OMS will achieve at least 50% proficiency level for our African American students as measured by the FAST PM3 Reading assessment. In order to achieve this goal, teachers will regularly pull and analyze data, utilize small group instruction for remediation and extension, and continuously monitor student progress through frequent checks for understanding while providing targeted feedback.

## **Area of Focus #2**

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**

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.

Based on the 2024-2025 ESSA Subgroup data, we need to improve our ESE and Black students

outcomes in overall student achievement data. We will continue to 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**

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.

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- The percent of SWD students achieving ELA proficiency will increase from 12% to 35% proficiency as measured by our 2026 ELA F.A.S.T data.
- The percent of black students achieving ELA proficiency will increase from 41% to 55%, as measured by our 2026 ELA F.A.S.T. data.
- The percent of SWD students achieving Math proficiency will increase from 11% to 35% as measured by our 2026 Math F.A.S.T data.
- The percent of black students achieving Math proficiency will increase from 16% to 45%, as measured by our 2026 Math F.A.S.T. data.
- The percent of SWD students achieving Science proficiency will increase from 16% to 35% as measured by our 2026 Science data.
- The percent of black students achieving Science proficiency will increase from 19% to 45%, as measured by our 2026 Science data.
- The percent of SWD students achieving Civics proficiency will increase from 40% to 50% as measured by our 2026 Civics data.
- The percent of black students achieving Civics proficiency will increase from 45% to 55% as measured by our 2026 Civics data.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Ongoing monitoring of desired EOY outcomes will occur during grade level data chats and monthly grade level presentations facilitated by the administrator and or content department chair.

Teachers will routinely monitor learning through formative and district-based summative assessment



data to ensure all students achieve the desired effect.

Teachers and administration will monitor monthly formative benchmark assessments of student progress during Professional Learning Community (PLC) meetings. Subsequently, they will develop specific intervention plans for students who have not achieved the predetermined benchmarks. Students will monitor their progress in achieving the specified benchmarks by utilizing learning logs and engaging in PM 1 and PM 2 data discussions.

**Person responsible for monitoring outcome**

Gwendetta Richards, Assistant Principal

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Teachers will provide targeted small group instruction and purposeful differentiation to ensure that the academic and instructional needs of students with disabilities and black students are effectively met.

**Rationale:**

Intentional small group instruction allows teachers to adapt content, process, and products to better engage all learners. This ensures students are included in meaningful ways, receive instruction at their level, and have equitable access to grade-level standards. Small groups and differentiated tasks allow teachers to check for understanding more frequently, provide immediate feedback, and adjust pacing in real time. This boosts student engagement, confidence, and mastery.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Differentiation

**Person Monitoring:**

Gwendetta Richards, Assistant Principal

**By When/Frequency:**

Ongoing, daily, bi-weekly, monthly

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

- Teachers will observe classrooms where colleagues are implementing student activities aligned with the designated benchmarks.
- Increase staff's capacity to identify critical content and ensure its clarity while adhering to the BEST Benchmarks. This approach will promote rigorous assignments and

promote critical thinking that fosters advanced cognitive processes and facilitate collaborative student engagement. • Continue to utilize the curriculum pacing guide and complex texts. • Develop a student-centered learning environment using high-level engagement strategies to engage with content at a deeper level, such as active learning and problem-based learning. • Ask complex questions that challenge all students to respond at a high level of critical thinking. • Work to provide small group instruction on a specific area of need. • Teacher teams will create and complete their assigned instructional/formative tasks. • Teachers will collaborate closely to ensure the effective use of instructional materials. • Teachers will collaborate to provide small-group instruction/flexible grouping, which in turn, can greatly benefit struggling learners in understanding benchmarks. • Teacher teams will create and complete assigned instructional/formative tasks to model and communicate unified exemplary expectations to students. • Establish a strong partnership with families and the community to support students. Offer resources, workshops, and support outreach strategies that address the specific needs and concerns of students and their families. • Use de-escalation strategies to intervene safely and appropriately when students are in a crisis

### **Area of Focus #3**

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**

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.

Our areas of focus for Mathematics are continued implementation of the Florida B.E.S.T. Standards by data driven planning that includes a deep dive into standard-target-task alignment, strategies to differentiated to meet the diverse needs of all learners in all mathematics classrooms and students are cognitively engaged with the content through learning activities that promote problem solving, critical thinking, writing to learn, and academic discourse to increase our overall proficiency by 7%.

#### **Measurable Outcome**

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.

Our current level of performance is 58% Mathematics Achievement, as evidenced in the 2024-2025 Spring FAST. We expect our performance level to be at least 65% Mathematics Achievement by the 2025-2026 School Grade Report.

#### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

- Teachers will utilize math assessments, both formative and summative, to tailor their teaching to meet each student's needs, evaluate each unit, and exchange best practices during their Professional Learning Community (PLCs).
- Teachers will continually assess the progress of their students to ensure that every individual has achieved proficiency in the standards.
- Teachers and administrators will closely monitor student progress every two weeks during their Professional Learning Community (PLCs) allowing for targeted interventions to address any unmet standards.
- Students will monitor their academic progress by maintaining learning logs, participating in formative assessments, and engaging in cycle assessment data chats.

### **Person responsible for monitoring outcome**

Gwendetta Richards, Assistant Principal

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

### **Description of Intervention #1:**

If instruction is differentiated to meet the diverse needs of all learners in all mathematics classrooms and students are cognitively engaged with the content through learning activities that promote problem solving, critical thinking, writing to learn, and academic discourse, student achievement would increase by 7%.

### **Rationale:**

Instruction has not been differentiated to meet the diverse needs of all learners in all mathematics classrooms and students are not cognitively engaged with the content through learning activities that promote problem solving, critical thinking, writing to learn, and academic discourse.

### **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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

### **Action Step #1**

Staff professional development

### **Person Monitoring:**

### **By When/Frequency:**

Gwendetta Richards, Assistant Principal

Bi-weekly facilitated planning sessions, ongoing math PD during school day and after school

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

Mathematics teachers will participate in professional learning opportunities around implementation of the B.E.S.T. Standards, the MTRs and Benchmark Achievement Level Descriptors. Administrators and teachers engage in mathematics-focused learning walks/discussions (20 N Out PD and Strategy Walks) with a focus on target/task alignment, differentiated instruction and cognitively engaging learning opportunities for all students.

**Action Step #2**

Collaborative Planning

**Person Monitoring:**

Gwendetta Richards, Assistant Principal

**By When/Frequency:**

Daily, ongoing

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

Teachers collaboratively plan to deliver lessons that are differentiated to meet the diverse needs of all learners in all mathematics classrooms and students are cognitively engaged with the content through learning activities that promote problem solving, critical thinking, writing to learn, and academic discourse. Teachers utilize systemic documents (adopted curriculum, pacing guides, and planning/student engagement protocols to effectively plan for mathematics units that incorporate the Mathematical Thinking and Reasoning Standards, rigorous performance tasks aligned to the B.E.S.T. Benchmarks for Mathematics and the Achievement Level Descriptors.

**Action Step #3**

Data Analysis

**Person Monitoring:**

Gwendetta Richards, Assistant Principal

**By When/Frequency:**

Monthly/Ongoing

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

Conduct regular, monthly, Professional Learning Communities (PLCs) inclusive of 'data chats' to review student data to identify and plan for strategies to differentiated instruction to meet the diverse needs of all learners in all mathematics classrooms and ensure students are cognitively engaged learning with the content through learning activities that promote problem solving, critical thinking, writing to learn, and academic discourse to increase our overall proficiency. During the PLCs, data sources used will be from the FAST assessments, IXL, Instructional Materials assessments, and/or teacher and district formal and informal assessments.

**Action Step #4**

Support for Bridging the Gap Students in Math achievement

**Person Monitoring:**

Gwendetta Richards

**By When/Frequency:**

Throughout the 2025-26 School year

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

In the 2024-25 school year, our African American Students were 37% proficient in Math as measured by the FAST PM3 Math and Algebra 1 EOC assessments. For the 25-26 school year, OMS will achieve at least 50% proficiency level for our African American students as measured by the FAST PM3 Math and Algebra 1 EOC assessments. In order to achieve this goal, teachers will regularly utilize small group instruction to efficiently monitor all student thinking and provide targeted feedback

and routinely plan intentionally/collaboratively to anticipate potential barriers, misconceptions, and to provide questioning/tasks aligned with the rigor of the standard.

## Area of Focus #4

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

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.

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Our area of Focus for the 2025-2026 school-year is ensure that all Social Studies students are exposed to high quality, differentiated, engaged and aligned lessons for their assigned course. The rationale for this is because the depth of the benchmarks and benchmark clarifications with differentiated instruction is not being taught to students in Civics classes, formative data is not being reviewed to determine and address gaps in student knowledge and explicit spiraling review is not occurring frequently to help students build the connections between concepts necessary for building an conceptual framework of the Civics content. **AND** Students in US and World History courses are not engaged in the Civics and Government benchmarks for their course. **AND** Students in history courses are not consistently engaged with complex primary and secondary source documents with appropriate scaffolding and challenged with writing in response to those documents.

#### Measurable Outcome

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.

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Our current level of performance is 69% proficiency, as evidenced by the 2025 Spring EOC Civics Assessment. Separately, there is 95% proficiency for 7th grade students and 37% proficiency for 8th grade students. We expect our overall performance to be 80% proficiency, with 7th grade at 97% proficiency and 8th grade at 45% proficiency.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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If teachers collaboratively plan for student-centered, scaffolded exercises that helps students to build a conceptual framework with higher order thinking opportunities reaching the depth of the benchmarks and benchmark clarifications in Civics. **AND** If US and World history teachers utilize the state-developed resources for teaching the Civics and Government benchmarks within their course.

**AND** If history teachers engage students with complex historical texts with appropriate text-based writing prompts in history classes to build literacy in the content area **THEN increased** student achievement will occur in Civics. This will be monitored in regularly scheduled PLCs and through regular classroom observations.

**Person responsible for monitoring outcome**

Derrik Craun, Principal

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

- Strengthen teachers' knowledge of appropriate student tasks that build in cognitive complexity and address the critical content and appropriate rigor of the benchmarks and benchmark clarification.

**Rationale:**

Without intentional design, tasks can default to low-level recall or simple practice. This leads to students being under-challenged and unprepared for more advanced concepts. When teachers know how to match tasks to benchmark rigor, students get the cognitive lift they need at the right time. Appropriately complex, standards-based tasks ensure that all students — regardless of background — get access to meaningful, challenging work that develops critical thinking skills, rather than being tracked into easier, less rigorous tasks.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Description of Intervention #2:**

- Strengthen teachers' knowledge of the Civics and Government benchmarks within the US and World History courses.

**Rationale:**

Strengthening teachers' knowledge of Civics and Government benchmarks within U.S. and World History courses equips them to deliver meaningful, relevant lessons that build students' civic knowledge, critical thinking, and capacity for informed, engaged citizenship.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Description of Intervention #3:**

- Support teachers in lesson planning and enactment prior to delivery of lessons in front of students.
- Support teachers to plan for close reading and writing in the content area and to collaboratively engage in student work analysis protocols.



**Rationale:**

Planning and practicing lessons beforehand helps teachers feel more confident with content, materials, and strategies. They're better prepared to adapt on the spot if students need adjustments or if unexpected challenges arise. Pre-enactment allows teachers to walk through the lesson from the learner's perspective. They can identify potential stumbling blocks, confusing directions, or gaps in scaffolding — and adjust accordingly to better support diverse learners. Close reading teaches students to analyze, question, and make meaning from challenging texts. Writing tasks push students to organize their thinking, justify claims with evidence, and communicate clearly. When teachers plan for close reading and writing together, they align strategies and expectations across grades and subjects. This coherence supports students as they encounter rigorous texts and tasks.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Professional Learning

**Person Monitoring:**

Derrik Craun, Principal

**By When/Frequency:**

Ongoing, DWT, Quarterly District PD, monthly PLCs

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

- Civics teachers will participate in professional learning around instruction of the Civics and Government benchmarks, assessments, post-assessment data analysis, and planning for review and reteaching (DaRT Quarterly PD) AND History teachers will participate in professional learning around engaging students in historical thinking and writing, DBQ Online.

**Action Step #2**

Lesson planning

**Person Monitoring:**

Derrik Craun, Principal

**By When/Frequency:**

Ongoing, DWT, Common planning PLCs bi-weekly

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

- In PLCs: Civics teachers will utilize systemic documents to collaborate on planning and enacting lessons, develop interactive notebooks, create anchor charts, and choose a common instrument for students to track and reflect on their data, including student reflection and “Next steps” AND History teachers will utilize systemic documents to collaborate on planning and enacting lessons that guild the historical timeline and regularly incorporate close reading and writing around historical documents; teachers will choose a common instrument for students to track and reflect on their growth in historical thinking/disciplinary literacy skills AND US and World History teachers will utilize DOE-developed and published resources for teaching the Civics and Government benchmarks in the US and World history courses.

**Action Step #3**

**Data**

**Person Monitoring:**  
Derrik Craun, Principal

**By When/Frequency:**  
Bi-weekly PLCs, evidence in classroom walkthrough data

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

- Regularly assess and utilize data to modify and adjust instruction; teachers will engage students in data conversations and involve them with the review/remediation process.

**Action Step #4**

Support for Bridging the Gap students in Civics EOC proficiency

**Person Monitoring:**  
Derrik Craun

**By When/Frequency:**  
Throughout the 2025-26 School Year

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

In the 2024-25 school year, our African American Students were 53% proficient as measured by the Civics EOC assessment. For the 25-26 school year, OMS will achieve at least 70% proficiency level for our African American students as measured by the Civics EOC assessment. In order to achieve this goal, civics teachers will authentically engage all students in tasks that promote student choice, build competence, and make connections to the classroom culture and content. Also, teachers will provide all students opportunities to write about and discuss what they read and think in addition to routinely plan intentionally/collaboratively to anticipate potential barriers, misconceptions, and to provide questioning/tasks aligned with the rigor of the standard.

## **Area of Focus #5**

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**

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.

Osceola Middle School will focus on increased proficiency in 8th grade science as measured by the Spring 2026 Grade 8 Statewide Science Assessment. At the close of the 2024-2025 school year, OMS had 53% of the 8th grade students achieve proficiency in science. The low proficiency our students is occurring because instructional planning and implementation for student centered learning is not explicitly focused on developing and delivering lessons that are aligned to the correct depth and scope of the standards.

#### **Measurable Outcome**

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 8th grade students achieving science proficiency will increase from 53% to 60%, as



measured by the 8th grade Statewide Science Assessment in May of 2026.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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Administrative team and district personnel will monitor teacher practice and provide feedback to support growth through regularly observing science lessons to monitor strategy implementation and use of data informing instruction. These regular walkthroughs will provide actionable feedback for the teachers to adjust instruction, as necessary. Teachers will participate in scheduled monthly professional development to learn strategies and observe other teacher's use of those strategies. Teachers will also participate in scheduled bi-weekly grade level content PLCs to create and enact lessons before delivery, to ensure alignment, plan for misconceptions and enrichment, and to meet all student's needs in the classroom.

### **Person responsible for monitoring outcome**

Jessica Scott, Assistant Principal

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Enhancing staff capacity to identify critical content from the Standards in alignment with district and state resources.

#### **Rationale:**

When teachers know how to pinpoint priority standards — and align them with district pacing guides and state resources — instruction becomes more coherent and consistent across grade levels and teachers. This helps prevent gaps and redundancies. When teachers have the knowledge and tools to identify and prioritize critical content aligned with standards and district expectations, they plan more purposeful lessons, use time more effectively, and ensure all students learn what they need most to succeed.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

#### **Description of Intervention #2:**

Improving teacher intentionality with setting the purpose for critical content learning.

#### **Rationale:**

A well-communicated purpose helps both teachers and students stay focused on the most critical content. It prevents lessons from drifting off track and ensures time and energy are spent on what matters most for mastery.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Description of Intervention #3:**

Developing and implementing practices for teachers to fully immerse themselves into lesson activities and content before delivering the information and strategies to students.

**Rationale:**

When teachers actively experience the content, strategies, or activities themselves — not just plan them on paper — they gain deeper insight into what students will actually think, feel, and do during the lesson. This helps them better anticipate misconceptions, confusing parts, or where students might get stuck. Teachers can also better match strategies to diverse learners. When they personally experience scaffolds, group roles, or questioning techniques, they can decide what works best for different students.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Use systemic documents

**Person Monitoring:**

Jessica Scott, Assistant Principal

**By When/Frequency:**

Daily/Ongoing; Scheduled common planning PLCs; District wide training

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

- Teachers will utilize systemic documents (Red/Green Docs, Course Outline, Roadmaps, Unit Cards, Test Specs, etc) to effectively plan for lessons that incorporate rigorous performance tasks, reading analysis, and SSA style practice questions aligned to and within the scope of the standards. This will be monitored through weekly walkthroughs for each teacher.
- Teachers will collaboratively break down Science standards using the red/green docs and other district and state resources to determine critical content, content specifications/grade appropriate content limits, and opportunities for embedding scientific thinking and spiraling prior learning.
- Teachers will collaboratively plan learning targets and aligned tasks that meet the state content standards at the appropriate depth and breadth.
- Within PLC and/or common planning, teachers will utilize student data to plan differentiated instruction to determine areas of individualized student need, including intervention, enrichment and scaffolding.

**Action Step #2**

Regular PLCs

**Person Monitoring:**

Jessica Scott, Assistant Principal

**By When/Frequency:**

Bi-weekly/Monthly

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

**step:**

- Conduct regular Professional Learning Communities (PLCs) inclusive of data chats to review formative assessments and utilize the data in planning for differentiated tasks, which meet the individualized needs of students.
- Provide teachers with timely, clear, and relevant formative assessment data.
- Train staff on how to interpret different data sources, including trends, subgroup performance, and individual needs.
- Use a consistent data discussion protocol.
- Support teachers in designing aligned, targeted tasks based on data: small groups, differentiated activities, remediation, or enrichment.
- Provide professional development for differentiation strategies.

**Action Step #3**

## Strategy Walks

**Person Monitoring:**

Jessica Scott, Assistant Principal; Derrik Craun, Principal

**By When/Frequency:**

Quarterly

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

- Teachers are guided in strategy walks of other classrooms based on evidence of implementation of high yield strategies; Administrators engage teachers in post-walk reflections, monitor teacher practice and provide feedback to support growth as a result of the walk.

**Action Step #4**

## Differentiation

**Person Monitoring:**

Jessica Scott, Assistant Principal

**By When/Frequency:**

Ongoing, daily

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

- Utilize a variety of modalities when presenting concepts and instruction to meet the needs of each student.
- Administrators monitor teacher practice and provide feedback to support growth through regularly observing science lessons to monitor strategy implementation and use of data informing instruction.

**Action Step #5**

## Support for Bridging the Gap students in 8th grade Science proficiency

**Person Monitoring:**

Jessica Scott

**By When/Frequency:**

Throughout the 2025-26 School Year

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

In the 2024-25 school year, our African American Students were 31% proficient as measured by the 8th grade Science SSA assessment. For the 25-26 school year, OMS will achieve at least 50% proficiency level for our African American students as measured by the 8th grade Science SSA assessment. In order to achieve this goal, 8th grade Science teachers will authentically engage all students in tasks that promote student choice, build competence, and make connections to the classroom culture and content. Also, teachers will provide all students opportunities to write about and discuss what they read and think in addition to routinely plan intentionally/collaboratively to anticipate potential barriers, misconceptions, and to provide questioning/tasks aligned with the rigor of the standard.

## IV. Positive Learning Environment

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## Area of Focus #1

### Student Attendance

#### 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.

Our Area of Focus is to make Osceola Middle School a positive environment for students, ensuring they want to be at school.

#### 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.

As evidenced by Data Analytics, 17.5% of the students were absent 10% or more during the 2024-2025 school year for any reason. At the close of the 2025-2026 school year, less than 10% of Osceola students will have more than 10% absences.

#### 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.

This Area of Focus will be monitored weekly during Admin Team meetings, bi-weekly at CST meetings and monthly during PBIS and SBLT meetings. The PBIS Team will include rewards for Attendance, as well, to incentivize students to attend school.

#### Person responsible for monitoring outcome

Derrik Craun, Principal

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### Description of Intervention #1:

Use PBIS Rewards app for positive recognition of attendance, like shout-outs, certificates, grade level competitions, or “perfect attendance” incentives (with a focus on improvement, not perfection).

#### Rationale:

Effective attendance interventions are proactive, supportive, and relationship-based — not punitive. Middle schoolers especially need to feel that adults care about them, not just their absences.

#### 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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Positive recognition

**Person Monitoring:**

Jessica Scott, Assistant Principal

**By When/Frequency:**

Ongoing weekly; monthly PBIS and SBLT meetings

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

1. The DMT will send weekly attendance info to the grade level clerks each Monday. The grade level clerks will award PBIS points to students who had perfect attendance AND students who had improved attendance. Points will be awarded with comments about the attendance. 2. There will be random drawing each week at lunch for a treat from those students with perfect or improved attendance.

**Action Step #2**

Support

**Person Monitoring:**

Social worker

**By When/Frequency:**

Bi-weekly at CST meetings

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

The social worker will share with the Child Study Team each work the students who need Tier 2 and Tier 3 support with attendance. Every effort will be made to reach the parent/guardian and the student to determine specific supports needed for improved attendance.

## V. Title I Requirements (optional)

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### 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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The dissemination of the School Improvement Plan (SIP) and Title I Schoolwide Plan (SWP) to stakeholders includes the following:

- SAC Meetings: The SIP will be disseminated and discussed at all School Advisory Council (SAC) meetings. Stakeholders, including students, families, and school staff, will have the opportunity to review the plan's progress and any revisions, providing a platform for input and feedback. Any notable progress or changes to the SIP will be shared with stakeholders during SAC meetings. This ensures transparency and allows for collaborative decision-making based on the evolving needs of our school community.
- Title I Meetings: The SIP will also be presented and discussed at Title I meetings specifically aimed At parents. These meetings will provide a deeper understanding of the plan's objectives, strategies, and outcomes, and will be conducted in a language accessible to all parents.
- Faculty Meetings: The SIP will be shared with school staff during regular faculty meetings. This ensures that all educators are well-informed about the plan's goals and strategies, promoting alignment and coordinated efforts towards its implementation.
- School Website: To enhance accessibility, the SIP will be posted on our school website. This allows all stakeholders to easily access and review the plan at their convenience.

<https://www.pcsb.org/Page/16901>

**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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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Osceola Middle 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 by:

- offering family engagement activities/ workshops focused on the importance of attendance/ behavior/ and how it affects academic success; providing information on college scholarship opportunities; highlighting student academic achievements; Back to School night in the Fall allows parents the opportunity to meet their child's teachers and learn expectations for curriculum and behavior
- holding the OMS Fall Festival in the fall and OMS Spring Showcase in the early spring. For new students, we will have an OMS New Student Expo in February, New Student Discovery Night in March, followed by OMS Summer Tours, an OMS Peer Connect event at the end of summer for student team building and getting to know their peers and a Chief Community Day for orientation and help students prepare for the first day of school on August 11th
- providing weekly Principal updates through School Messenger on activities/events, in addition to information on how parents can support students at home
- collecting and reviewing stakeholder feedback (PTSA, SAC, Stakeholder Surveys, parent conference, and IEP meetings). Input from families is reviewed and improvements are made when possible to ensure we continuously improve.

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## behavior

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<https://www.pcsb.org/Page/42711>

## 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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Osceola Middle 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 by:

- increasing student engagement
- increasing the frequency of monitoring student thinking throughout every lesson
- providing on-site professional learning on monitoring strategies
- revamping the structure of PLCs to embed monitoring opportunities
- increasing frequency of small group rotations (strategically grouped by standards mastery)
- conducting data chats and providing support for L25 students
- providing additional time for data analysis and collaborative planning

## 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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).



ESOL-

Osceola Middle School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

IDEA (ESE)-

Osceola Middle School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.)-

Osceola Middle School will take advantage of any support provided by the district in regards professional learning.

Community partners-

We continuously work with local businesses and community partners to support our students. Our volunteer coordinator continues to grow the number of stakeholders to support our school in various ways. Take Stock in Children mentors and high school student mentors help support our students in addition to Lunch Bunch mentoring organized by our Family Community Liaison.

## **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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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 works 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

---

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

#### **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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV),

ESEA Section 1114(b)(7)(A)(iii)(IV)).

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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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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N/A

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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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) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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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 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00