

Pinellas County Schools

Osceola Middle School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	13
IV. ATSI, TSI and CSI Resource Review	28
V. Reading Achievement Initiative for Scholastic Excellence	28
VI. Title I Requirements	30
VII. Budget to Support Areas of Focus	32

Osceola Middle School

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<http://www.osceola-ms.pinellas.k12.fl.us>

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Osceola Middle School serves the diverse needs of our students by providing learning opportunities to promote highest student achievement in a safe and structured environment.

Provide the school's vision statement.

100% Student Success!

-Each student will attain at least 1 yrs. Learning/Growth in each subdomain (e.g. Math, Science, Soc. Studies, Literacy)

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Craun, Derrik	Principal	
Adams, Dustin	Assistant Principal	
Scott, Jessica	Assistant Principal	
Smith, Michael	Assistant Principal	

Stakeholder Involvement and SIP Development

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

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

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

We 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.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	37%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	80	72	93	245
One or more suspensions	0	0	0	0	0	0	9	35	23	67
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	16	17	38	71
Course failure in Math	0	0	0	0	0	0	8	25	36	69
Level 1 on statewide ELA assessment	0	0	0	0	0	0	59	107	113	279
Level 1 on statewide Math assessment	0	0	0	0	0	0	71	79	72	222
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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	47	61	68	176

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	5	11	8	24
Students retained two or more times	0	0	0	0	0	0	1	8	9	18

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

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

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

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

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

The number of students identified retained:

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

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

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

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

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

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	47	45	50	50	52	54
ELA Learning Gains	45	43	48	54	55	54
ELA Lowest 25th Percentile	35	32	38	45	47	47
Math Achievement*	54	51	54	52	55	58
Math Learning Gains	58	52	58	47	52	57
Math Lowest 25th Percentile	49	48	55	35	46	51

Accountability Component	2022			2019		
	School	District	State	School	District	State
Science Achievement*	51	45	49	49	51	51
Social Studies Achievement*	72	64	71	59	68	72
Middle School Acceleration	77			67		
Graduation Rate						
College and Career Acceleration						
ELP Progress	69			59		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	44			
AMI				
ASN	69			

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%
BLK	51			
HSP	51			
MUL	45			
PAC				
WHT	56			
FRL	53			

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	47	45	35	54	58	49	51	72	77			69
SWD	25	35	21	31	49	46	27	58	70			
ELL	21	43	50	27	47	50	33	42	58			69
AMI												
ASN	63	69	60	76	74		62	69	80			
BLK	36	44	34	44	63	55	34	71	75			
HSP	35	35	32	41	54	47	47	78	73			71
MUL	46	41	8	49	44	20	57	71	69			
PAC												
WHT	50	46	37	58	58	52	53	73	78			
FRL	39	42	29	47	57	52	44	70	74			73

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	45	45	35	49	41	38	43	61	56			60
SWD	30	44	32	35	44	37	32	32	46			
ELL	33	55	50	43	46	26	33	56				60

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	63	69		70	67		65	80	83			
BLK	39	44	34	42	38	29	30	40				
HSP	40	49	40	51	41	39	38	53	60			59
MUL	44	44	27	45	38	40	33	60	30			
PAC												
WHT	47	43	33	48	40	40	44	64	54			
FRL	41	43	34	43	41	40	42	57	49			52

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	50	54	45	52	47	35	49	59	67			59
SWD	30	51	40	37	51	39	24	44	60			
ELL	39	59	54	44	40	35	13					59
AMI												
ASN	82	72		84	67		62	100	90			
BLK	36	52	52	42	42	27	27	44	47			
HSP	48	56	46	54	47	35	45	56	72			47
MUL	58	57	18	42	37	27	63	56	69			
PAC												
WHT	50	52	44	52	48	36	51	60	65			
FRL	44	51	44	46	45	36	42	52	58			57

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	38%	48%	-10%	47%	-9%
08	2023 - Spring	45%	47%	-2%	47%	-2%
06	2023 - Spring	42%	47%	-5%	47%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	53%	58%	-5%	54%	-1%
07	2023 - Spring	29%	36%	-7%	48%	-19%
08	2023 - Spring	66%	61%	5%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	48%	47%	1%	44%	4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	84%	53%	31%	50%	34%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	46%	54%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	68%	-11%	66%	-9%

III. Planning for Improvement

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

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

The ELA proficiency showed the lowest performance at 43%. The factors leading to this performance were lack of effective classroom management in classrooms, as well as a lack of rigorous reading and writing practice in all content areas across all grade levels. The ELA performance trend shows an increase in prior years, with the exception of the 4% decrease in the 2022-2023 school year.

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

The Civics EOC pass rate fell from 71% to 57%. This decline occurred because of lack of effective, rigorous classroom activities in the classroom. Furthermore, one of the Civics teachers retired mid-year.

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

The Civics EOC pass rate is at 57% compared to the state average of 66%. The gap occurred due to the lack of rigorous activities in the Civics classroom and aligning classroom activities to appropriate grade level targets.

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

Each grade level in Math saw improvement in the 2022-23 school year. In this area, OMS planned and executed a math bootcamp during PM 1 and PM 2 to help prepare students for these progress monitoring tests. Teachers in the department were also able to common plan during the 2022-23 school year. Lastly, teachers would target students for ELP throughout the year. Algebra I Bootcamp took place the 6 weeks prior to PM 3 twice a week before school.

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

1. 2022-23 7th grade cohort saw the greatest number of retentions.
2. 2022-23 7th grade cohort had the highest number of level 1 in ELA and math.

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

1. Utilize all 5 phases of focused note-taking to support critical thinking.
2. Manage a school-wide binder system to help students take ownership of learning.
3. Engage in a student-centered learning environment where the students do the work and thinking.
4. Build and maintain positive relationships to foster a culture of learning and respect.
5. Participate in data chats to set individual goals to allow for adjustment of instruction.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

The achievement level of ELA proficiency, according to the 2023 FAST assessment, was 43%. This result was lower than the previous year (47%), which identifies it as a crucial area in need of improvement. The problem is occurring due to lack of use of effective classroom management strategies, lack of aligning lessons to the appropriate level of cognitive complexity, and ensuring that daily lessons are rigorous.

Measurable Outcome:

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

According to the 2024 FAST assessment, Osceola Middle School will see a proficiency increase of 10%, setting our overall level of proficiency from 43% to 53% in ELA as measured by the 2024 FAST assessment.

Monitoring:

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

This area of focus will be monitored by administrative walk throughs with feedback, structured PLCs to review data and adjust lesson plans, professional development offerings to teachers in their specific area of need(s), use of AVID strategies such as focused note taking and organization, and use of various WICOR strategies throughout daily lessons.

Person responsible for monitoring outcome:

Michael Smith (smithmichaell@pcsb.org)

Evidence-based Intervention:

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

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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Supporting teachers with classroom management strategies will ensure that all students have an opportunity to work critically with the benchmarks. Furthermore, ensuring that teachers are data focused will ensure appropriate academic decisions are made for each student so that they are proficient in each benchmark. Finally, using PLCs to ensure common planning and obtain support by administration will ensure that teachers are planning daily rigorous lessons which ensure student understanding and mastery. Close reading strategies will allow students to not only understand the text on a deeper level, but also allow for practice and use of concepts taught in class, leading to mastery of each benchmark.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Administration will conduct weekly walkthroughs to ensure teachers are supported in their instruction.

Person Responsible: Michael Smith (smithmichaell@pcsb.org)

By When: Ongoing during the 2023-24 school year.

PLCs will consist of data review of formative assessments and students' responses to written tasks, and plan rigorous lessons that include both a reading and writing component.

Person Responsible: Michael Smith (smithmichaell@pcsb.org)

By When: Ongoing throughout the 2023-24 school year.

Utilize common assessment measures across grade levels.

Person Responsible: Michael Smith (smithmichaell@pcsb.org)

By When: Beginning in September 2023 and continuing throughout the 2023-24 school year.

Teachers provide weekly feedback to students on progress towards mastery of benchmarks studied in class.

Person Responsible: Michael Smith (smithmichaell@pcsb.org)

By When: Beginning in August of 2023 and continuing throughout the 2023-24 school year.

Utilize close reading strategies in class to ensure understanding of the grade appropriate text level.

Person Responsible: Michael Smith (smithmichaell@pcsb.org)

By When: Beginning in August 2023 and continuing throughout the 2023-24 school year.

#2. Instructional Practice specifically relating to Social Studies**Area of Focus Description and Rationale:**

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

Our areas of focus for 2023-2024, based on analysis of 2022-2023 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:

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

The percent of students achieving Social Studies proficiency will increase from 59% to 70%, as measured by Civics EOC scores; specifically 7th grade student proficiency will increase from 72% to 85% and 8th grade student proficiency will increase from 42% to 55%.

Monitoring:

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

The area of focus will be monitored by review of Cycle assessment 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 being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Strengthen staff ability to engage students in complex tasks.
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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

OMS students scored a 59% on the 2023 Civics EOC; that is an 11% drop from the 70% on the 2022 Civics EOC.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. AVID site-based training, which includes a heavy concentration on Focused Note Taking and incorporates WICOR strategies, allowing for differentiation/scaffolding to occur in classrooms.

Person Responsible: Jessica Scott (scottjes@pcsb.org)

By When: Ongoing; preschool, every department meeting, quarterly strategy walks and monthly 20 and outs

2. Teachers will utilize primary and supplemental resources, including challenging and technical passages that elicit critical reading; Teachers will use materials from curriculum guides and the 6-8 SS SharePoint site.

Person Responsible: Jessica Scott (scottjes@pcsb.org)

By When: Ongoing

3. Teachers will use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase student performance.

Person Responsible: Jessica Scott (scottjes@pcsb.org)

By When: Ongoing

4. Teachers will participate in regular PLCs inclusive of 'data chats' to review student responses to tasks and formative assessments to plan for instructional lessons that meet the remediation and enrichment needs of students.

Person Responsible: Jessica Scott (scottjes@pcsb.org)

By When: Ongoing

5. Teachers will plan regular assessments (formal and informal) and utilize data to modify instruction; teachers will utilize ongoing formative assessment to adjust instruction, enrich and reteach, and provide interventions.

Person Responsible: Jessica Scott (scottjes@pcsb.org)

By When: Ongoing

6. Teachers will plan to provide students with the opportunity to write in response to complex text (DBQ) in alignment with the ELA Writing Model.

Person Responsible: Jessica Scott (scottjes@pcsb.org)

By When: Ongoing

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

Our 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 5+% increase in student performance. Foci are needs that were identified from the analysis of 2022-2023 student data.

Measurable Outcome:

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

The percent of all students achieving math proficiency in 6th grade will increase from 53% to 63%, in 7th grade from 29% to 39% and in 8th grade from 66% to 76% as measured by the 23-24 FAST Assessment.

The percent of all students achieving math proficiency in Algebra 1 will increase from 84% to 89% and in Geometry will maintain 100% as measured by EOC data scores.

Monitoring:

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

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

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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

OMS students in 7th and 8th grade math did not meet expected growth based on 2022-2023 FAST data (specifically 7th grade regular and pre-algebra students.)

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. 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.

Person Responsible: Jessica Scott (scottjes@pcsb.org)

By When: Ongoing; preschool, monthly department and staff meetings, quarterly strategy walks and monthly 20 and outs.

2. Teachers will utilize systemic documents to effectively plan for units that incorporate the MTRs and rigorous performance tasks aligned to the B.E.S.T standards.

Person Responsible: Jessica Scott (scottjes@pcsb.org)

By When: Ongoing

3. Teachers will provide differentiation within each unit of instruction that includes students' readiness, interests and/or learning style preference.

Person Responsible: Jessica Scott (scottjes@pcsb.org)

By When: Ongoing

4. Teachers will participate in professional development, including facilitated planning, common planning, PLCs, and peer review/observation around the B.E.S.T Standards, the MTRs and differentiation in the mathematics classroom.

Person Responsible: Jessica Scott (scottjes@pcsb.org)

By When: Ongoing, quarterly strategy walks, bi-weekly common planning, monthly department meetings

5. Teachers will utilize data from Classroom Data, PM Testing & iXL Diagnostic to address gaps and create Individualized Action Plans.

Person Responsible: Jessica Scott (scottjes@pcsb.org)

By When: Ongoing

6. Administrators will monitor the implementation of targets/tasks alignment and differentiation of learning opportunities, providing same-day actionable feedback to teachers using iObservation.

Person Responsible: Jessica Scott (scottjes@pcsb.org)

By When: Ongoing, weekly

#4. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

The grade 8 Science achievement showed a near 10 percent increase during the 2021-2022 academic year. This past year (2022-2023), the goal slightly decreased from that previous large gain. The downward trend in overall achievement is a concern due to lack of growth over the 2022-2023 academic year.

Measurable Outcome:

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

During the 2023-2024 academic year, the grade 8 Science achievement level will move from 50% achievement to 60% achievement.

Monitoring:

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

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:

Dustin Adams (adamsdu@pcsb.org)

Evidence-based Intervention:

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

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Implement school-wide uniform PLC template with planned data-driven questions and probes.

Person Responsible: Dustin Adams (adamsdu@pcsb.org)

By When: 8/31/2023

Admin walkthrough with informed, pointed, immediate feedback on appropriate rigor used during instruction.

Person Responsible: Dustin Adams (adamsdu@pcsb.org)

By When: Throughout 2023-2024 academic year

Create informed, data-driven collaboration between grade 8 Reading teacher(s) and grade 8 Science teacher(s) to align individual student needs in reading deficiencies to appropriate instruction and rigor to increase standard mastery and build endurance for SSA.

Person Responsible: Dustin Adams (adamsdu@pcsb.org)

By When: Throughout 2023-2024 academic year

Develop a common reading annotations system for all science classes in order to support students' reading comprehension for science text.

Person Responsible: Dustin Adams (adamsdu@pcsb.org)

By When: Throughout 2023-2024 academic year

#5. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

Pinellas County Schools is currently, along nationally, experiencing a teacher shortage. At OMS, we are dedicated to retain highly qualified teachers to ensure our students mastery of BEST standards. During the summer of 2023, the administration decided this was a critical area of focus, and developed several new practices to ensure quality teachers come to, and stay at, Osceola Middle School.

Measurable Outcome:

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

At the close of the 2023-24 school year, less than 5% of the instructional staff will choose to leave Osceola Middle School for negative reasons.

Monitoring:

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

Throughout the 2023-24 school year, instructional staff will have the opportunity to serve on a newly formed 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.

Person responsible for monitoring outcome:

Michael Smith (smithmichaell@pcsb.org)

Evidence-based Intervention:

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

Each teacher will be given a "Professional Development" binder at the beginning of the school year that they will update monthly. Teachers will attend onsite professional development, 20 N Outs, on their planning period, and strategy walks will also be offered so that teachers are able to see other teachers' practices. Furthermore, teachers will be able to earn PBIS currency, which they will be able to redeem from a menu of options. Finally, teachers will have their choice of several committee options to join this year -- each committee will further connect them to the student experience at OMS.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Allowing for teacher input and voice is crucial to retaining a staff. OMS is dedicated to not only allowing a safe environment for teachers to voice their concern, but also wanted to continue to grow our teachers and ensure that they are supported, confident, and successful in their practices. Acknowledging and celebrating successes, and rewarding teachers is crucial to ensuring that our staff feel valued and supported.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will learn about new committee choices and will have choice in which committee they sign up for.

Person Responsible: Derrik Craun (craund@pcsb.org)

By When: August 31, 2023

Teachers will earn PBIS bucks and will be presented with a menu of options to redeem.

Person Responsible: Jessica Scott (scottjes@pcsb.org)

By When: Throughout the 2023-24 academic year

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.

Person Responsible: Michael Smith (smithmichaell@pcsb.org)

By When: Throughout the 2023-24 academic year

Teachers will have the opportunity to participate in different onsite PD offerings during their planning period.

Person Responsible: Derrik Craun (craund@pcsb.org)

By When: Beginning in August 2023, and continuing throughout the academic year

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. One of these supplies will be a PD binder, which will be updated once teachers have attended PD opportunities throughout the year.

Person Responsible: Dustin Adams (adamsdu@pcsb.org)

By When: Kits given August 2023, requests for supplies and use of PD binder will occur throughout the academic year.

#6. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

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

The achievement level of our African American ELA proficiency, according to the 2023 FAST assessment, was 41%. This result was lower than the school wide average (43%), which identifies it as an area in need of improvement. The problem is occurring due to lack of use of effective classroom management strategies, lack of aligning lessons to the appropriate level of cognitive complexity and ensuring that daily lessons are rigorous.

Measurable Outcome:

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

According to the 2024 FAST assessment, Osceola Middle School will see a proficiency increase of 12%, setting our overall level of proficiency from 41% to 53% in ELA as measured by the 2024 FAST assessment.

Monitoring:

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

This area of focus will be monitored by administrative walk throughs with feedback, structured PLCs to teach all 5 phases of focused notetaking with staff and implement the use of school wide binders for all students.

Person responsible for monitoring outcome:

Derrick Craun (craund@pcsb.org)

Evidence-based Intervention:

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

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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Supporting teachers with classroom management strategies will ensure that all students have an opportunity to work critically with the benchmarks. Furthermore, ensuring that teachers are data focused will ensure appropriate academic decisions are made for each student so that they are proficient in each benchmark. Finally, using PLCs to ensure common planning and obtain support by administration will ensure that teachers are planning daily rigorous lessons which ensure student understanding and mastery. Close reading strategies will allow students to not only understand the text on a deeper level, but also allow for practice and use of concepts taught in class, leading to mastery of each benchmark.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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.

Person Responsible: Derrik Craun (craund@pcsb.org)

By When: Throughout the 2023-24 school year.

#7. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

The achievement level of ELA proficiency for students with Disabilities, according to the 2023 FAST assessment, was 23%. This result identifies it as a crucial area in need of improvement. The problem is occurring due to lack of use of assistance in keeping ESE students organized and thinking at a deeper level.

Measurable Outcome:

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

According to the 2024 FAST assessment, Osceola Middle School will see a proficiency increase of 20%, setting our overall level of proficiency from 23% to 43% in ELA as measured by the 2024 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.

This area of focus will be monitored by administrative walk throughs with feedback, structured PLCs to teach all 5 phases of focused notetaking with staff and implement the use of school wide binders for all students.

Person responsible for monitoring outcome:

Derrick Craun (craund@pcsb.org)

Evidence-based Intervention:

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

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 for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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.

Person Responsible: Dustin Adams (adamsdu@pcsb.org)

By When: On going

CSI, TSI and ATSI Resource Review

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

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.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

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

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes**Grades 3-5 Measurable Outcomes****Monitoring****Monitoring**

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

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

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

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

Rationale:

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

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

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

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.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our SIP focuses on the routine use of Focused Notetaking and the use of Organizational binders to help support students and deepen learning. We will hold parent informational sessions to help parents learn what their child is doing in school and how they can support them at home. Parents will know our expectations for notetaking and binder contents to hold their child accountable at home and support them when needed. All parents will be encouraged to attend at least one session. All sessions will be 30 minutes in length. They will receive an overview on Focused Notetaking and how their child can use notes for homework completion and studying. Parents will be informed of their child's progress in parent portal as well as progress monitoring data chat opportunities available during Title 1 events.

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

The routine use of all 5 phases of focused notetaking will ensure students are engaging in cognitively complex tasks. We will continue to expose students to accelerated curriculum when possible and provide a 30 minute enrichment period daily.

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

Our SIP plan provides differentiated instruction in order to provide an equitable learning environment for all OMS students.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

The structure of our 30-minute daily enrichment allows for 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.

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

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

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

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.

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

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.

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

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Social Studies	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
6	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
7	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

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

No