

St. Johns County School District

Osceola Elementary School



2022-23 Schoolwide Improvement Plan

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Osceola Elementary School

1605 OSCEOLA ELEMENTARY RD, St Augustine, FL 32084

<http://www-oes.stjohns.k12.fl.us/>

Demographics

Principal: Jessley Hathaway

Start Date for this Principal: 7/11/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2020-21: (61%) 2018-19: A (67%) 2017-18: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the St. Johns County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Better Never Quits

School Leadership Team

Membership

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.:

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

Demographic Information

Principal start date

Monday 7/11/2022, Jessley Hathaway

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

700

Identify the number of instructional staff who left the school during the 2021-22 school year.

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data**Early Warning Systems**

Using prior year's 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	9	10	11	12		
Number of students enrolled	110	105	88	86	91	80	0	0	0	0	0	0	0	560	
Attendance below 90 percent	2	18	13	10	19	13	0	0	0	0	0	0	0	75	
One or more suspensions	1	5	2	2	2	3	0	0	0	0	0	0	0	15	
Course failure in ELA	0	3	15	22	0	0	0	0	0	0	0	0	0	40	
Course failure in Math	0	0	0	13	4	8	0	0	0	0	0	0	0	25	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	23	21	0	0	0	0	0	0	0	45	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	12	17	0	0	0	0	0	0	0	29	
Number of students with a substantial reading deficiency	0	0	0	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 who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	3	19	11	16	0	0	0	0	0	0	0	49

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	2	7	2	9	0	0	0	0	0	0	0	0	0	20	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Monday 8/8/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	104	93	102	82	96	0	0	0	0	0	0	0	574
Attendance below 90 percent	20	18	17	15	20	17	0	0	0	0	0	0	0	107
One or more suspensions	1	7	4	1	5	6	0	0	0	0	0	0	0	24
Course failure in ELA	0	0	0	7	13	8	0	0	0	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	19	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	9	11	21	0	0	0	0	0	0	0	0	0	41

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	5	5	11	13	12	0	0	0	0	0	0	0	47

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	15	12	14	12	18	0	0	0	0	0	0	0	76
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	104	93	102	82	96	0	0	0	0	0	0	0	574
Attendance below 90 percent	20	18	17	15	20	17	0	0	0	0	0	0	0	107
One or more suspensions	1	7	4	1	5	6	0	0	0	0	0	0	0	24
Course failure in ELA	0	0	0	7	13	8	0	0	0	0	0	0	0	28
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	19	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	9	11	21	0	0	0	0	0	0	0	0	0	41

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	5	5	11	13	12	0	0	0	0	0	0	0	47

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	15	12	14	12	18	0	0	0	0	0	0	0	76
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%	74%	56%	57%			64%	75%	57%
ELA Learning Gains	63%	66%	61%	59%			68%	67%	58%
ELA Lowest 25th Percentile	50%	54%	52%	57%			57%	59%	53%
Math Achievement	68%	77%	60%	64%			71%	77%	63%
Math Learning Gains	74%	69%	64%	74%			75%	69%	62%
Math Lowest 25th Percentile	62%	56%	55%	67%			74%	59%	51%
Science Achievement	62%	69%	51%	48%			58%	72%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	78%	-21%	58%	-1%
Cohort Comparison		0%				
04	2022					
	2019	71%	77%	-6%	58%	13%
Cohort Comparison		-57%				
05	2022					
	2019	58%	76%	-18%	56%	2%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	82%	-20%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	76%	82%	-6%	64%	12%
Cohort Comparison		-62%				
05	2022					
	2019	67%	80%	-13%	60%	7%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	56%	73%	-17%	53%	3%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE 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
SWD	28	46	41	42	60	52	23				
BLK	47	65	55	50	70	61	48				
HSP	59	48		81	83		30				
MUL	58			58							
WHT	70	65	64	75	74	67	78				
FRL	50	57	50	58	68	61	54				
2021 SCHOOL GRADE 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
SWD	31	26	43	43	65	64	24				
ELL	40			40							
BLK	33	50	46	42	68	58	14				
HSP	59	60		69	80		70				
WHT	70	63		75	76		60				
FRL	49	52	56	56	80	79	37				
2019 SCHOOL GRADE 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
SWD	38	56	51	44	67	68	33				
BLK	50	69	64	59	74	56	44				
HSP	73	59		67	80						
WHT	66	67	54	75	74	76	69				
FRL	52	65	53	63	74	73	49				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

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

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

Based on FSA, 3rd and 4th-grade students need to focus on Number and Operations and 5th-grade students need to focus on Measurement and Geometry.

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

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

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

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

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

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

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on 2022 FSA data, we showed the greatest increase in Science by increasing from 48% to 62%. We also increased overall proficiency for black students increased by 20%

What were the contributing factors to this improvement? What new actions did your school take in this area?

We differentiated science groups and focused on the standards students had yet to master according to the Practice FSSA.

We also focused on specific students lacking foundational skills in 3rd-5th grade and provided intense, small group instruction on phonics instruction.

Empowered math teacher leaders and literacy teacher leaders to support / coach colleagues.

Standards-Based Collaborative Planning:

- Create daily learning targets that state the purpose for learning and identify critical content.
- Clarify the high yield instructional strategy.
- Clarify the evidence to ensure it is aligned to the rigor of the grade level standard.
- Align Resources to Standards.
- Plan to Close the Achievement Gap Using Data.

What strategies will need to be implemented in order to accelerate learning?

Increase school-wide focus on aligning the level of rigor to standard-based instruction, as it relates to instructional delivery, tasks, and assessments while addressing deficits in ELA.

Increase school-wide focus on aligning the level of rigor to standard-based instruction, as it relates to instructional delivery, tasks, and assessments while addressing deficits in Math.

Implement AVID strategies that move the classroom learning environment from teacher centered to student-centered with rigor.

Increase family and community engagement opportunities to support learning.

Increase extended day opportunities targeted specifically to address unfinished learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will continue to attend professional development in scaffolding, diagnosing, and accelerating students learning. We are also placing a strong emphasis in foundational skills schoolwide.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We are placing a strong emphasis on early literacy and foundational skills in VPK and kindergarten. Our goal is to have every kindergarten student 100% ready for 1st grade. We are also striving to identify our 3rd - 5th graders lacking the foundational skills needed to comprehend and target intense instruction based on their gaps.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. 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 critical need from the data reviewed.

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

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

Learning gains of Students with Disabilities will increase by 3 percentage points in both ELA and Math.

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

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for

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

selecting this strategy.

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.

Use Rewards or Wilson Foundations when teaching in small group to meet IEP goals.

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

Use best practice math strategies in small group math instruction with an ESE teacher.

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

Plan supports and monitor progress for students using the PLC process.

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

#2. Positive Culture and Environment specifically relating to**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

OES is a title 1 school that serves a population of students who experience difficult life situations. Our students have difficulty regulating their emotions and it often disrupts the classroom and results in students missing valuable learning time. Discipline referrals increased from the previous year.

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

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

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

Discipline referrals will be monitored through the school's school management system.

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

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

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Conscious discipline is a research-based proven approach that provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities. PBIS includes a multidisciplinary approach that includes a variety of supports designed to meet the needs of students who are exhibiting undesirable behaviors.

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.

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

Person Responsible	Jessley Hathaway (jessley.hathaway@stjohns.k12.fl.us)
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#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

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

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

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

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

Proficiency in English Language Arts will increase by 5% from 2021-22 FSA 2022-23 cycle 3 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase by 5% from 2021-22 FSA to 2022-23 cycle 3 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

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

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

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

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

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

We are transitioning from the Florida State Standards to the B.E.S.T. Standards (Benchmarks for Excellent Student Thinking.) We will use the B.E.S.T. Standards for all instruction.

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. Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards. Become familiar with the design in order to understand what students are expected to master.

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

2. Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Strengthen student inquiry skills through the implementation and monitoring of routine use of higher-level thinking through questioning, class discussions, problem solving activities, and/or collaborative study groups. Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

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

3. Implement goal setting opportunities where students regularly and visibly participate in setting their own goals, monitoring their academic progress throughout the year, revising their goals based on data, and celebrating successes. Implement student-led conferences to allow students to share their academic goals and their progress with family members.

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

#4. Transformational Leadership specifically relating to Leadership Development**Area of Focus
Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

Measurable Outcome:

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

During the 21/22 school year, proficiency scores for white students was 70% in ELA. Non-black students scored 47%.

During the 21/22 school year, proficiency scores for white students was 75% in ELA. Non-black students scored 50%.

Proficiency in English Language Arts will increase by 5% from 2021-22 FSA 2022-23 cycle 3 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase by 5% from 2021-22 FSA to 2022-23 cycle 3 as measured by the FAST Assessment (Florida Assessment of Student Thinking).

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

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

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

Person responsible for monitoring outcome:

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

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

ELA and Math interventions using research based instructional practices will be provided by the ELA and Math coach 4 times a week for students who are currently in the lowest quartile. The Professional Learning Communities at Work process is a proven on-going collaborative opportunity that will be used to help all students progress in Math.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

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

Action Steps to Implement

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

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

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

Implement collaborative teams who use the PLC process to support ELA and mathematics instruction on essential standards.

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

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The school leadership team has developed many systems to support all stakeholders and create a positive learning environment. Through our PBIS, school recognition, school transition and MTSS systems a positive environment is cultivated and provides effective supports for student growth.

Conscious Discipline and school-wide PBIS continue to be utilized to help meet the social and emotional needs with our students. The use of these two systems bring a positive approach to addressing behaviors that supports adults as they seek to empathize with a student's feelings and the source of the behavior. Students' social and emotional needs are also proactively supported through small group and individual counseling and guidance services are offered focusing on targeted issues like bullying, career awareness, Character Counts week, and personal safety. For deeper mental health needs, individual and group counseling is available, based on need, through a district Mental Health Counselor and through the Children's Home Society. A school Social Worker assists us with those families/students requiring home visits and assistance in targeting individual needs and strengthening the home-school connection. Osceola Elementary is partnering with other businesses/district employees as well as Big Brothers, Big Sisters to find positive one on one mentorships for our students.

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

A variety of student recognition strategies are used to build a positive environment and culture. Employees are celebrated through the employee spotlight program. There are also many times through the year that employees are provided with treats and also celebrated during recognition such as Teacher appreciate week and other yearly celebration employee appreciation days. Students are also spotlighted once a week and recognized for how their unique qualities contribute to their value at Osceola.

In the Spring before the beginning of the school year, parents are invited to attend an evening Osceola Family Night. Parents are introduced to our Kindergarten faculty, given an opportunity to register their children and enjoy the family event. Kindergarten teachers will "screen" our Pre-Kindergarten students as they are registered this spring before starting kindergarten.

Through Head Start, the parents of our PreK children will have more contact with our school as part of Head Start's Parental Involvement Policies. Incentives will be offered to parents to encourage early registration/screening of these students so that they can be properly placed for the following school year.

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

Identify the stakeholders and their role in promoting a positive school culture and environment.

Parental Involvement is critical to the success of our Title 1 program. Jointly developed, our school distributes a school parental involvement policy to all families. Parents, teachers, and students sign our compact that focuses on shared responsibility for student achievement. These and other aspects of our Title 1 program are explained at our grade level Title 1 Curriculum Nights. The districts coordinates with the Title II and Title III in ensuring staff development needs are provided.

Teachers: Provide core instruction, participate in student data collection and implement Tier 2 interventions.
Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate instructional activities into Tier 3 instruction, and collaborate with teachers through activities and coteaching.

Intervention Specialist: Tracks data and provides research based intervention of lowest 25%.

Instructional Math Coach: Using observations and teacher need, provides coaching and PD helping teachers implement the best instructional practices to support Math gains. Models math lessons and collaborates with the leadership team. Provides PLC support to collaborative teams.

Collaborative Liaison Team: Comprised of leaders from each team of the building who meet monthly to discuss school issues and initiatives. This group shares in leadership decisions and their input is considered when making decisions for the larger school body. Members serve as a liaison between school leadership and team members.

Community/Faith/Business Partners: Collaborate with our school to provide much needed resources to support the school's goals and overall positive environment. As a school, business partners are advertised to families and supported in the community.

Instructional Reading Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based assessment and intervention approaches.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation;

Paraprofessional Interventionists: Provide intervention for student needs who are on grade level and need enrichment opportunities provided in a smaller group.

Custodians: Help to keep the facility clean and maintained which helps students have a safe environment in which to learn and instills a sense of pride in the building.

Title I, Part C- Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title III Services provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

The Title IX District Homeless Liaison provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.