

St. Johns County School District

# OSCEOLA ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

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

## SIP Authority

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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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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

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Better Never Quits.

## B. School Leadership Team

### School Leadership Team

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

### Leadership Team Member #1

#### Employee's Name

Jessley Hathaway

#### Position Title

Principal

#### Job Duties and Responsibilities

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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.

### Leadership Team Member #2

#### Employee's Name

Lisa Bielefeldt

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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Member of the Instructional Leadership Team and supports the mission/vision of Osceola Elementary.

### **Leadership Team Member #3**

**Employee's Name**

Amanda Devany

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Member of the Instructional Leadership Team and supports the mission/vision of Osceola Elementary.

### **Leadership Team Member #4**

**Employee's Name**

Cindy Smeland

**Position Title**

ILC

**Job Duties and Responsibilities**

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Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification.

### **Leadership Team Member #5**

**Employee's Name**

Margot Downie

**Position Title**

Math Coach

**Job Duties and Responsibilities**

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Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification.

### **Leadership Team Member #6**

**Employee's Name**

Elizabeth Purtill

**Position Title**

Academic Interventionist/Coach

**Job Duties and Responsibilities**

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Performs all key, educational responsibilities, functions, and duties relevant to the position. Meets education and experience requirements, and any other pertinent criteria/certification.

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

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As an instructional leadership team, we meet weekly to identify needs and provide input on the school improvement process. We meet with individual grade level teams weekly as well to gather feedback and discuss strategies for improvement. We meet monthly with our SAC and PTO, and during those meetings we share current school-wide trend data. They are provided the opportunity to share feedback during those meetings. We also provide a State of the School update after PM2 to our staff and school community.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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We use PM3 data to create the SIP, and we use PM1 and PM 2 data to monitor progress during the school year. We also use district created CSAs to determine grade level and subgroup progress in relation to the B.E.S.T. standards.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY PK-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>42.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: B* 2021-22: A 2020-21: 2019-20: A</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	37	23	20	27	12	22				141
One or more suspensions	2	0	3	2	2	3				12
Course failure in English Language Arts (ELA)	0	0	0	0	0	6				6
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment					3	5				8
Level 1 on statewide Math assessment					14	15				29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	12	24	8						44
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	19	10	11						40

#### Current Year 2024-25

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

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

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		3	2	0	0	0				5
Students retained two or more times					1					1

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	19	33	10	14	13	18				107
One or more suspensions	1	4	7	3	4	6				25
Course failure in ELA				4	3	7				14
Course failure in Math										0
Level 1 on statewide ELA assessment				2	15	24				41
Level 1 on statewide Math assessment				19	21	18				58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		3	2	2	6	14				27

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		3								3
Students retained two or more times										0

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	66	73	57	56	70	53	62	74	56
ELA Grade 3 Achievement **	79	76	58	58	73	53			
ELA Learning Gains	58	66	60				63		
ELA Learning Gains Lowest 25%	51	53	57				50		
Math Achievement *	69	76	62	58	73	59	68	50	50
Math Learning Gains	70	67	62				74		
Math Learning Gains Lowest 25%	65	53	52				62		
Science Achievement *	60	69	57	62	69	54	62	77	59
Social Studies Achievement *								69	64
Graduation Rate								69	50
Middle School Acceleration								54	52
College and Career Readiness									80
ELP Progress	64		61		66		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 (FPI) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	518
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
65%	59%	63%	61%		67%	40%

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

### C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
Black/African American Students	46%	No		
Hispanic Students	69%	No		
Multiracial Students	61%	No		
White Students	71%	No		
Economically Disadvantaged Students	59%	No		

  

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	28%	Yes	1	1
Black/African	33%	Yes	1	



**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
American Students				
Hispanic Students	64%	No		
Multiracial Students	63%	No		
White Students	70%	No		
Economically Disadvantaged Students	49%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	42%	No		
English Language Learners				
Native American Students				

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Asian Students				
Black/African American Students	57%	No		
Hispanic Students	60%	No		
Multiracial Students	58%	No		
Pacific Islander Students				
White Students	70%	No		
Economically Disadvantaged Students	57%	No		

### D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	66%	79%	58%	51%	69%	70%	65%	60%					
Students With Disabilities	37%	52%	48%	50%	46%	58%	66%	23%					
Black/African American Students	40%	62%	39%	44%	42%	58%	63%	17%					
Hispanic Students	67%		67%		67%	73%							
Multiracial Students	59%		60%		53%	70%							
White Students	74%	81%	63%	59%	79%	75%	64%	76%					
Economically Disadvantaged Students	58%	80%	56%	53%	59%	62%	63%	42%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	56%	58%			58%			62%					
Students With Disabilities	24%	31%			28%			28%					
Black/African American Students	29%	40%			31%			30%					
Hispanic Students	56%				70%			67%					
Multiracial Students	58%				67%								
White Students	68%	67%			67%			77%					
Economically Disadvantaged Students	48%	50%			48%			51%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	62%		63%	50%	68%	74%	62%	62%					
Students With Disabilities	28%		46%	41%	42%	60%	52%	23%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	47%		65%	55%	50%	70%	61%	48%					
Hispanic Students	59%		48%		81%	83%		30%					
Multiracial Students	58%				58%								
Pacific Islander Students													
White Students	70%		65%	64%	75%	74%	67%	78%					
Economically Disadvantaged Students	50%		57%	50%	58%	68%	61%	54%					

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

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

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	77%	76%	1%	55%	22%
Ela	4	58%	72%	-14%	53%	5%
Ela	5	58%	71%	-13%	55%	3%
Math	3	82%	79%	3%	60%	22%
Math	4	58%	77%	-19%	58%	0%
Math	5	64%	74%	-10%	56%	8%
Science	5	61%	69%	-8%	53%	8%

### III. Planning for Improvement

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

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

##### Most Improvement

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

---

Our students in 5th grade showed strong growth from PM1 & PM2 to PM3. The 5th grade team adjusted their instruction to better meet the needs of students by focusing on engaging text and using performance matters to monitor progress and reteach missed standards.

Our SWD and Black subgroups both improved to 49% and 47%. This was done through collaborative planning between Gen Ed and ESE teachers. Again, focusing on missed standards and front loading information.

##### Lowest Performance

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

---

Based on PM1 and PM2 data, 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 PM1 and PM2, 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 Math PM3, 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.

##### Greatest Decline

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

---

Every data component in 3rd, 4th, and 5th grades improved with the exception of science. We had a 2% drop from the previous year. If we picking an area of focus, we feel that the potential is there for stronger gains in ELA with our L25 subgroup.

### **Greatest Gap**

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

---

We outperformed the state in every data component except ELA L25 learning gains. We are showing growth, but that subgroup is not growing as fast as other subgroups. We have the structures in place and this subgroup will continue to be a strong focus across both primary and intermediate grades.

### **EWS Areas of Concern**

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

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Attendance is an area of concern and an area in which we need to improve.

We also want to lower our referral rate for Black students.

### **Highest Priorities**

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

---

ELA L25 Learning gains. and continuing to close the learning gap between all subgroups.

AVID - Writing will be a big focus for us this year. AVID strategies align with what we are wanting our Wildcats to be able to do as they progress through the standards. Scholars must read text, annotate, transfer those thoughts to planning, and write an essay. All of this is done on a laptop/device.

Technology - Our Wildcats must become proficient using writing and communicating with their devices. We must keep up with research based, online platforms that support grade level standards and student learning and set our 5th graders and our Middle School partners up for success. We must also use Performance Matters and student devices to increase proficiency with online test-taking and PM data to drive instruction.

Instruction – We need to define the ELA and Math minute allocation within blocks. We have a defined writing time embedded in the master schedule. We need to be sure everyone understands the curriculum maps and the resources embedded within each grade level. CSAs are an expectation, but we need to get more grade levels on board with PM, picking the right assessment, and then using that data to drive instruction.

PBIS - We want at least Bronze PBIS status. We lowered our Referral rate for the second consecutive year but are still averaging 1.6 more referrals than Title 1 schools in FL. African Americans also receive referrals at a higher rate than their non-black peers.



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

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

### Area of Focus #1

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

#### Instructional Practice specifically relating to Collaborative Planning

##### Area of Focus Description and Rationale

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

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Based on STAR/FAST 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 STAR/FAST 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

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

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Proficiency in English Language Arts will increase by 5% from 2023-24 PM3 as measured by the

FAST Assessment (Florida Assessment of Student Thinking).

Proficiency in Mathematics will increase by 5% from 2023-24 PM3 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 2023-24 PM3 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

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This Area of Focus, Instructional Practice specifically related to Stands-Aligned Instruction, will be monitored by FAST (Florida Assessment of Student Thinking) PM3.

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

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

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

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

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

1. Gain a deep understanding of the B.E.S.T. standards 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:**

Progress monitoring between PM1, PM2, and PM3 will allow for us to better meet the needs of our students. We will not need to wait before intervening and reteaching missed standards.

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

Tier 1 – Strong Evidence

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

No

#### **Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

### **Action Step #1**

Continue to collaboratively plan with a focus on student engagement.

#### **Person Monitoring:**

Cynthia Smeland  
(cynthia.smeland@stjohns.k12.fl.us)

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

We will begin this process during pre-planning and will be on-going as evidenced by lesson plans during the 23/24 school year.

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

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.

### **Area of Focus #2**

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

### **ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

#### **Area of Focus Description and Rationale**

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

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ELA and Math Achievement for SWD showed growth but we are looking to increase overall proficiency.

#### **Measurable Outcome**

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

---

Proficiency scores of Students with Disabilities will increase by 10 percentage points in both ELA and Math based on FAST data.

#### **Monitoring**

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

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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**

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

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

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. ESE and Gen Ed classroom teachers will collaboratively plan to close achievement gaps.

**Rationale:**

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Small group work

**Person Monitoring:**

Amanda Devany  
(amanda.devany@stjohns.k12.fl.us)

**By When/Frequency:**

This will start during pre-planning and its effectiveness will be monitored by formative assessments and PM1, PM2, and PM3 data.

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

Wilson Foundations used in small group with ESE teacher for phonics. Small group Math instruction using best practice strategies taught collaboratively by the classroom and 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. ESE and Gen Ed classroom teachers will collaboratively plan to close achievement gaps.

**Area of Focus #3**

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

**ESSA Subgroups specifically relating to Black/African American Students (BLK)**

### **Area of Focus Description and Rationale**

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

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We need to close the gap between black and non-black students in ELA. 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 this specific gap.

### **Measurable Outcome**

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

---

During the 23/24 school year, proficiency scores for black students in 3rd-5th grades was 40%. Our overall proficiency was 66%. We want to increase our Black ELA proficiency by a minimum of 10%.

### **Monitoring**

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

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Proficiency in English Language Arts will increase by 10% from 2023-24 on PM3 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 Intervention:**

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

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

ELA interventions using research based instructional practices will be provided by the ELA coach, classroom teacher, and/or paraprofessionals 4 times a week for AA students who are currently in the lowest quartile. Teams will meet during PLCs to analyze data and see if interventions are working.

### **Rationale:**

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

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

No

### **Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Small groups and collaborative planning

**Person Monitoring:**

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

**By When/Frequency:**

Implement collaborative teams during pre-planning who use the PLC process to support ELA and instruction on essential standards.

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

Identify black students not proficient based on 23/24 FAST testing scores. Plan and implement small group instruction for those students four days per week.

## IV. Positive Culture and Environment

### Area of Focus #1

Positive Behavior and Intervention System (PBIS)

#### Area of Focus Description and Rationale

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

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Osceola 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 sometimes disrupts the classroom setting, resulting in students missing valuable learning time. We decreased our discipline referrals for eh second consecutive year but average 1.6 times more referrals versus title 1 schools in FL.

#### Measurable Outcome

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

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Osceola 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Discipline referrals will be monitored through the school's school management system and we discuss during our monthly PBIS meetings.

#### Person responsible for monitoring outcome

Faye Jenkins (faye.jenkins@stjohns.k12.fl.us)

#### Evidence-based Intervention:

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

**Description of Intervention #1:**

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 every segment of the day.

**Rationale:**

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 and PBIS team will offer support and training to teachers throughout the school year. PBIS strategies will continue to be implemented and supported.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

**Action Step #1**

PBIS Refreshers

**Person Monitoring:**

Faye Jenkins (faye.jenkins@stjohns.k12.fl.us)

**By When/Frequency:**

Process will begin during pre-planning and continue during the 24/25 school year.

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

Staff will attend Trauma Informed Care training and PBIS School Wide Overview Rotation during preplanning. Rooms will develop a classroom community, create classroom contracts/norms, and regularly review and reinforce PAWS expectations.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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

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

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

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The leadership of Osceola Elementary has a strong belief in the importance of parental involvement and therefore have put measures in place to offer parent meetings on a flexible schedule. Our annual meeting for parents of participating children will be offered in the evenings. We will schedule them on multiple nights/times involving different grade levels so parents of multiple school aged children may attend all meetings. Feedback from parents, details that this time works best for the families of our students. Most of our parents work during the day and we have a good turn out during evening events. Our attendance is strong for our Curriculum Nights/Open House. We will offer before, during, and after school conferences. This is to accommodate our parents who work during the day and at night. We will offer some parental involvement activities during and before the school day, such as our Holiday luncheons and parent breakfasts. In addition, we will offer parental involvement activities during the evening, such as our Art Walk, 3rd, 4th, & 5th Grade FAST trainings, various Parent Informational Workshops, etc. These will also be held on different days of the week. Child-care will be provided through creative events including teacher led Read and Feeds as well as reaching out to our local colleges for education students who want some hours and experience working with children. We



will use our school newsletter to address these barriers for some of our school parental involvement activities. We will also make home visits as necessary.

### **Plans to Strengthen the Academic Program**

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

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At the Annual Open House in September, Osceola will hold classroom meetings where information will be presented about the curriculum and academic assessments. This information will be presented by classroom teachers and by watching a presentation made by the principal. Parents will learn about the school-wide program, learn how to schedule parent-teacher conferences, and will be provided with opportunities for participation and decisions related to the education of their child. Parents will be given a copy of the parent handbook and a copy of the Parental Involvement Policy Brochure. Teachers will also provide additional information on the subjects they teach, assessment plans, and on how parents can help at home. The same information will be provided in an informational packet distributed the following day for all parents who could not attend. Teachers will obtain sign-in sheets. They will provide a copy to Title I who will also maintain documentation on the dissemination of information distribution method and timelines. Parents will be given the Osceola website address which gives them access to the Florida Standards and the entire Parental Involvement Policy.

### **How Plan is Developed**

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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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.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

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

#### **Improving Student's Skills Outside the Academic Subject Areas**

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

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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.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which

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may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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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.

### **Addressing Problem Behavior and Early Intervening Services**

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

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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.

### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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Professional learning is embedded in our way of work at Osceola. 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 PL 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.

Team Leaders: 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.

### **Strategies to Assist Preschool Children**

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

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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 and screenings of these scholars as to properly placed for the following school year.

Parents are introduced to our Kindergarten teachers, given an opportunity to register their children, and enjoy the family event. Kindergarten teachers will "screen" our Pre-Kindergarten scholars before preplanning to ensure proper teacher placement during the upcoming school year.

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

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

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No Answer Entered

### Specifics to Address the Need

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

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No Answer Entered

## VII. Budget to Support Areas of Focus

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

**No**

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