

School District of Osceola County, FL

REEDY CREEK 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:

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Reedy Creek Elementary school, in alliance with family and community, will provide a positive, safe environment where children will be challenged academically to become lifelong learners and respectful, contributing members of an ever changing, diverse society.

Provide the school's vision statement

At Reedy Creek we care enough about our students to make sure we meet the individual needs of every student.

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

Katie Adams

Position Title

Principal

Job Duties and Responsibilities

Write, implement and maintain the SIP. Communicate goals associated with the SIP to all stakeholders. Provide support to instructional coaches and leadership team members in achieving SIP action steps.

Leadership Team Member #2

Employee's Name

Kathryn McCormick

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist with writing, implementing, communicating, and maintaining the SIP. Provide support to instructional coaches and leadership team members in achieving SIP action steps.

Leadership Team Member #3

Employee's Name

Jasmine Reid

Position Title

Literacy Coach

Job Duties and Responsibilities

Coordinate action steps and monitor data in achieving ELA SIP goals. Coach teachers and provide support to meet instructional needs to further the SIP goals and provide professional learning as needed.

Leadership Team Member #4

Employee's Name

Rebecca Guider

Position Title

Math/Science Coach

Job Duties and Responsibilities

Coordinate action steps and monitor data in achieving Math and Science SIP goals. Coach teachers and provide support to meet instructional needs to further the SIP goals and provide professional learning as needed.

Leadership Team Member #5

Employee's Name

Michael Beahm

Position Title

Science Coach/MTSS Teacher Liaison/Instructional Mentor

Job Duties and Responsibilities

Coordinate action steps and monitor data in achieving Science SIP goals. Coach teachers and provide support to meet instructional needs to further the SIP goals and provide professional learning as needed.

Leadership Team Member #6

Employee's Name

Emily Cramer

Position Title

Staffing Specialist

Job Duties and Responsibilities

Monitor achievement of ESE student subgroup using FAST, STAR, and CIM data. Coordinate ESE supports with the VE team and classroom teachers. Attend MTSS Meetings to discuss student progress and provide professional development as needed.

Leadership Team Member #7

Employee's Name

Jacira Cowin

Position Title

Testing Coordinator/MTSS Parent Liaison

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #8

Employee's Name

Ruth Delgado

Position Title

ESOL Education Specialist

Job Duties and Responsibilities

Monitor achievement of ELL student subgroup using FAST, STAR, and CIM data. Coordinate ELL supports with the classroom teachers. Attend MTSS Meetings to discuss student progress and provide professional development as needed.

Leadership Team Member #9

Employee's Name

Kiran Singh

Position Title

School Counselor

Job Duties and Responsibilities

To support the academic, personal, and social development of all students. By providing a safe and welcoming environment.

Leadership Team Member #10

Employee's Name

Ivette Diaz

Position Title

School Counselor

Job Duties and Responsibilities

To support the academic, personal, and social development of all students. By providing a safe and welcoming environment

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.

Members of the school leadership team help to draft the first version of the SIP and create school goals based on data from student achievement. The SIP is then shared with teachers and staff during pre-planning to layout plans for the upcoming school year and solicit feedback. Next, the plan is presented to parents/families during the School Advisory Council (SAC) meeting. Revisions take place along the way based on feedback from various stakeholders.

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))

Goals for the SIP will be monitored on a monthly basis during our school Stocktake Meetings. At these meetings, the school leadership team will focus on data and feedback surrounding the SIP goals and the progress toward those goals from various assessments. During monthly MTSS meetings, grade levels will meet with the school MTSS Coach and instructional coaches to examine data on a student-by-student basis and determine which interventions are most effective and appropriate for each group of students based on data. Finally, grade level PLCs will meet weekly to examine data from district-created formative assessments. This data will guide the formation of small group instruction and the intervention needs of each grade level. The school Leadership team will revise the plan based on the data discussed from all stakeholders and create action steps to address targeted areas of concern

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	81.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20:

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	52	33	40	33	33	22				213
One or more suspensions	0	0	0	3	2	9				14
Course failure in English Language Arts (ELA)	0	0	1	13	19	23				56
Course failure in Math	0	0	3	19	15	21				58
Level 1 on statewide ELA assessment	0	0	0	0	17	15				32
Level 1 on statewide Math assessment	0	0	0	0	18	24				42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	0	8	19						29
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	6	3	6	8					23

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	1	0	1	8	11	13				34

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	7	3	4	7	2	0				23
Students retained two or more times	0	0	0	0	0	0				0

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	7	107	100	116	106	120				556
One or more suspensions	2	5	1	1	4	14				27
Course failure in ELA			7	29	27	21				84
Course failure in Math			6	11	18	17				52
Level 1 on statewide ELA assessment				6	38	61				105
Level 1 on statewide Math assessment				6	47	77				130
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	37	19	50	70						299

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	7	9	8	33	66	80				203

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	7	6	6	6	7					32
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 *	48	49	57	41	44	53	40	48	56
ELA Grade 3 Achievement **	47	52	58	40	46	53			
ELA Learning Gains	57	56	60				58		
ELA Learning Gains Lowest 25%	56	53	57				48		
Math Achievement *	44	50	62	37	46	59	35	44	50
Math Learning Gains	62	53	62				52		
Math Learning Gains Lowest 25%	62	46	52				47		
Science Achievement *	44	47	57	39	43	54	42	46	59
Social Studies Achievement *								55	64
Graduation Rate								42	50
Middle School Acceleration								42	52
College and Career Readiness									80
ELP Progress	73	59	61	30	59	59	51		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	493
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
55%	45%	47%	43%		53%	53%

* 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	42%	No		
English Language Learners	47%	No		
Black/African American Students	39%	Yes	2	
Hispanic Students	54%	No		
Multiracial Students	59%	No		
White Students	63%	No		
Economically Disadvantaged Students	54%	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	23%	Yes	2	1
English Language Learners	30%	Yes	2	1
Black/African American Students	39%	Yes	1	
Hispanic Students	40%	Yes	1	
White Students	57%	No		
Economically Disadvantaged Students	40%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	1	
English Language Learners	38%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students				
Asian Students				
Black/African American Students	50%	No		
Hispanic Students	44%	No		
Multiracial Students	58%	No		
Pacific Islander Students				
White Students	54%	No		
Economically Disadvantaged Students	42%	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	48%	47%	57%	56%	44%	62%	62%	44%					73%
Students With Disabilities	28%	17%	54%	55%	18%	59%	76%	20%					55%
English Language Learners	30%	23%	59%	52%	35%	63%	62%	27%					73%
Black/African American Students	41%	41%	43%		38%	48%	20%	44%					
Hispanic Students	44%	45%	57%	60%	42%	67%	68%	33%					73%
Multiracial Students	45%				73%								
White Students	64%	65%	69%		51%	62%		67%					
Economically Disadvantaged Students	48%	49%	55%	59%	44%	60%	63%	42%					70%

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	41%	40%			37%			39%					30%
Students With Disabilities	23%	23%			21%			25%					
English Language Learners	22%	23%			22%			15%					67%
Black/African American Students	46%	36%			33%			42%					
Hispanic Students	36%	35%			32%			32%					66%
White Students	49%	54%			51%			56%					73%
Economically Disadvantaged Students	37%	33%			31%			33%					67%

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	40%		58%	48%	35%	52%	47%	42%					51%
Students With Disabilities	16%		32%	33%	17%	43%	50%	14%					47%
English Language Learners	26%		52%	53%	22%	35%	41%	23%					51%
Native American Students													
Asian Students													
Black/African American Students	43%		65%		36%	59%		47%					
Hispanic Students	36%		55%	49%	31%	50%	50%	35%					49%
Multiracial Students	69%				46%								
Pacific Islander Students													
White Students	49%		63%		45%	50%		56%					60%
Economically Disadvantaged Students	33%		55%	50%	30%	50%	43%	35%					42%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	42%	49%	-7%	55%	-13%
Ela	4	39%	45%	-6%	53%	-14%
Ela	5	48%	46%	2%	55%	-7%
Math	3	37%	52%	-15%	60%	-23%
Math	4	32%	45%	-13%	58%	-26%
Math	5	50%	41%	9%	56%	-6%
Science	5	39%	42%	-3%	53%	-14%

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?

The data component that showed the most improvement was ELA proficiency and learning gains in grades 3, 4, and 5. In 2022-2023 students in 3rd, 4th and 5th performed at 41% proficiency. For the 2023-2024 school year students in 3rd, 4th and 5th grade performed at 48% proficiency. In addition, students experience substantial learning gains in ELA at the rate of 56% of students making gains and again 56% of the lowest quartile making gains. A focus on instructional planning with teachers was an action that we implemented this past school year. Teachers worked with instructional coaches to intentionally plan and understand the curriculum to ensure accuracy of instruction for students. Teachers were reflective and responsive to student performance outcomes as they guided and increase in student achievement.

Lowest Performance

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

The lowest area of performance was our 4th grade Math which was at 35% proficient. Historically, this group of students has underperformed on progress monitoring assessments. The areas of low performance may have occurred due to new curriculum and or gaps in foundational skills. Inexperienced teaching may have led to additional gaps in students' understanding. There is a need to focus on foundational concepts that need to be well-covered in the primary grades to support students who struggle with more complex topics.

Greatest Decline

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

All areas of focus for school improvement showed increases from the prior year. We did not decline in any of the areas.

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.

The significant gap in 3rd, 4th, and 5th Grade Math performance at Reedy Creek, with an overall score of 44% compared to the state average of 58%, can be attributed to several factors. One of the biggest areas is in instructional gaps. Math education builds upon foundational concepts. Number sense and operations continues to be a struggle in 4th and 5th grade while 3rd grade is struggling with additive reasoning.

EWS Areas of Concern

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

When looking at Attendance data from an Early Warning System (EWS), attendance of students is a potential area of concern. Having a significant number of students that are consistently missing school can hinder students learning overall.

Highest Priorities

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

1. ELA proficiency (Including ESE subgroups)
2. Math proficiency (Including ESE subgroups)
3. Science Proficiency (Including ESE subgroups)

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Standards-based data collected from the 2023-2024 FAST show that students performed below grade level proficiency in ELA (49 %) in Grades 3-5. There is a continued need for teachers to collaboratively plan during common grade-level planning sessions and be provided with support from content courses that enable coaches to have an increased overall presence in classroom as it relates to feedback, and modeling is evident as based on student success on the grade-level appropriate benchmarks. Student formative assessments collected during the 2023-2024 school year have also showed a deficiency in being able to successfully complete grade-appropriate benchmark-aligned tasks. There is a continued need for planning sessions to be structured and aligned to the full intent of the benchmark, as well as resources, student tasks, assessments, scaffolds, and transfer to instruction

Measurable Outcome

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

In 2023-2024, 49% of students in Grades 3-5 scored in the proficient range on the statewide FAST Spring assessment. This included 48% in Grade 3, 45% in Grade 4 and 52% in Grade 5. Through the improvement of instructional planning and practice, the goal for 2024-2025 is to increase student achievement and reach and exceed the state average score in each grade level -58 in Grade 3, 58 in Grade 4, and 58% in Grade 5. This would increase the average for Grades 3-5 to 58%. In addition, ESE students in Grades 3-5 are scoring 29% proficient and ELL students are scoring 29% proficient in ELA. The goal for 2024-2025 for both of these subgroups is also 35%.

Monitoring

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

The Literacy Coach will meet with teachers weekly to support standards-based planning. The MTSS Team will also meet with grade level teams on a monthly basis to review data and interventions

based on results from FAST, STAR, and CIM formative assessments. The ECS and EES will monitor data for our subgroups of students with disabilities and English language learners and contribute to monthly MTSS meetings. Administration and the leadership team will walk classrooms weekly to review trends and adjust as needed.

Person responsible for monitoring outcome

Jasmine Reid

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:

Instructional coaches will use AVID strategies and Benchmark curriculum, as well as the school district curriculum unit plans when planning for instruction with professional learning teams. Teachers and coaches will then monitor student progress using weekly common formative assessments and state-wide progress monitoring through FAST and STAR. Teachers will use Benchmark, Lexia, Open Court and STAR to provide interventions for students who are not meeting progress.

Rationale:

The interventions listed above include direct instruction with an effect size of .59; phonics instruction with an effect size of .70; and cooperative learning with an effect size of .41 based on the Visible Learning data compiled by John Hattie. In addition, Lexia Core 5 has a strong rating on the Evidence for ESSA website.

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

Teachers will plan weekly with Literacy Coach to support standards-based planning aligned with the rigor of the benchmarks.

Person Monitoring:

Jasmine Reid

By When/Frequency:

Weekly throughout the 2024-2025 School year.

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

Administration and instructional coaches will conduct weekly classroom walkthroughs to document trends and determine next steps for instructional support.

Action Step #2

Master Schedule will be selected that allows for consistent frequency of grade level content area

planning

Person Monitoring:

Katie Adams

By When/Frequency:

7/1/2024

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

Master Schedule will be selected that allows for consistent frequency of grade level content area planning

Action Step #3

Data Analysis to determine student intervention needs.

Person Monitoring:

Jacira Cowin

By When/Frequency:

continually

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

Use data from STAR Universal Screener including intervention data and results to identify areas of need for each student and plan purposefully interventions based on student needs.

Action Step #4

Provide professional development for teachers regarding expectations and strategies for ESE students

Person Monitoring:

Emily Cramer

By When/Frequency:

August 2024

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

Provide training for all Varying Exceptionality classroom teachers to ensure that appropriate accommodations are followed and understood to support SWD students in the classroom.

Action Step #5

Implement ESE accommodation logs through RCS for identified ESE students in combination with the GoalBook application.

Person Monitoring:

Emily Cramer

By When/Frequency:

Continually

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

Monitor ESE accommodations logs to ensure SWD students are supported in the classrooms and held accountable for their learning.

Action Step #6

Monitor of teacher and student trackers for classroom instruction.

Person Monitoring:

Jasmine Reid

By When/Frequency:

Continually

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

Monitor student and teacher usage of data trackers with a focus on evidence of teacher/student data chats, as well as classroom data tracking.

Action Step #7

Monthly MTSS meetings with all grade levels to determine student needs and supports.

Person Monitoring:

Michael Beahm

By When/Frequency:

Monthly

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

These meetings help identify students who are struggling early on, allowing for timely interventions. This proactive approach can prevent minor issues from becoming major obstacles. Teachers, administrators, and support staff come together to discuss and develop strategies tailored to individual student needs. This collaborative effort ensures that all perspectives are considered, leading to more effective solutions¹.

Area of Focus #2

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

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

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

Standards-based data collected from the 2023-2024 FAST and Star Data show that students performed below grade level proficiency in Math (44%%) for Grades 3-5. There is a continued need for teachers to collaboratively plan during common grade-level planning sessions and be provided with support from content courses that enable coaches to have an increased overall presence in classroom as it relates to feedback, and modeling is evident as based on student success on the grade-level appropriate benchmarks. Student formative assessments collected during the 2023-2024 school year have showed a deficiency in being able to successfully complete grade-appropriate benchmark-aligned tasks. There is a continued need for planning sessions to be structured and aligned to the full intent of the benchmark, as well as resources, student tasks, assessments, scaffolds, and transfer to instruction

Measurable Outcome

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

In 2023-2024, 44% of students in Grades 3-5 scored in the proficient range on the statewide FAST Spring assessment. This included 42% in Grade 3, 35% in Grade 4 and 54% in Grade 5. Through the improvement of instructional planning and practice, the goal for 2024-2025 is to increase student achievement for each grade level - 56% in Grade 3, 56% in Grade 4, and 56% in Grade 5. This would increase the average for Grades 3-5 to 56%. In addition, ESE students in Grades 3-5 are scoring 19% proficient and ELL students are scoring 35% proficient in Math. The goal for 2024-2025 for both of these subgroups is for 25% for SWD and 41% for ELL.

Monitoring

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

The Math/Science coach will meet with teachers weekly to support standards-based planning. The MTSS Team will also meet with grade level teams on a monthly basis to review data and interventions based on results from FAST, STAR, and CIM formative assessments. Administration and the leadership team will walk classrooms weekly to review trends and adjust planning sessions as needed.

Person responsible for monitoring outcome

Rebecca Guider

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:

Instructional coaches will use AVID strategies and Reveal curriculum, as well as the school district curriculum unit plans when planning for instruction with professional learning teams. Teachers and coaches will then monitor student progress using weekly common formative assessments and state-wide progress monitoring through FAST and STAR. Teachers will use DreamBox, the Osceola Numeracy Project, and STAR to provide interventions for students who are not meeting progress.

Rationale:

The interventions listed above include feedback with an effect size of .73; distributed practice with an effect size of .71; direct instruction with an effect size of .59; worked examples with an effect size of .57; and cooperative learning with an effect size of .41, according to Visible Learning data compiled by John Hattie. In addition, DreamBox Learning has a strong rating on the Evidence for ESSA website.

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

Classroom Walk through to monitor instruction

Person Monitoring:

Katie Adams

By When/Frequency:

Weekly

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

Administration and instructional coaches will conduct weekly classroom walkthroughs to document trends and determine next steps for instructional support.

Action Step #2

Planning and support for classroom instruction with teachers.

Person Monitoring:

Rebecca Guider

By When/Frequency:

Weekly

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

Teachers will plan weekly with Math Coach to support standards-based planning aligned with the rigor of the benchmarks.

Action Step #3

Master Schedule Planning

Person Monitoring:

Katie Adams

By When/Frequency:

July 2024

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

Master Schedule will be selected that allows for consistent frequency of grade level content area planning

Action Step #4

Data Analysis of grade level proficiency

Person Monitoring:

Jacira Cowin

By When/Frequency:

Continually

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

Use data from Dreambox and Fact Fluency as well as classroom assessment as well including intervention data and results to identify areas of need for each student and plan purposefully interventions based on student needs.

Action Step #5

Professional Development for IEP accommodations and implementation

Person Monitoring:

Emily Cramer

By When/Frequency:

August

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

Provide training for all Varying Exceptionality classroom teachers to ensure that appropriate accommodations are followed and understood to support SWD students in the classroom.

Action Step #6

Classroom, Student and Teacher tracking of proficiency and instruction

Person Monitoring:

Rebecca Guider

By When/Frequency:

Continually

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

Monitor student and teacher usage of data trackers with a focus on evidence of teacher/student data chats, as well as classroom data tracking.

Action Step #7

Data analysis on progress towards SIP goals

Person Monitoring:

Rebecca Guider

By When/Frequency:

Continually

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

Monitor the data and progress toward SIP goals monthly using data from CIM assessments and progress monitoring during Stocktake Meetings.

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.

Based on the ESSA Subgroup review of data, our Black/African American Students under performed at 39% proficiency. Effectively reviewing and utilizing resources to meet the needs of students involves a systematic and data-driven process. This process ensures that resources are allocated efficiently and are aligned with the goals of improving student outcomes.

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.

By FAST PM 3 our goal is to Increase the proficiency rate of Black/African American students in ELA from 39% to 48%. This goal will help ensure we are meeting the needs of our ESSA sub-group and ensuring we are improving upon our school overall proficiency scores.

Monitoring

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

Our instructional coaches will use AVID strategies and Benchmark curriculum, as well as the school district curriculum unit plans when planning for instruction with professional learning teams. Teachers and coaches will then monitor student progress using weekly common formative assessments and state-wide progress monitoring through FAST and STAR. Teachers will use Dream Box, the Osceola

Numeracy Project, and STAR to provide interventions for students who are not meeting progress. Emphasis will be placed on supporting students that are under this umbrella.

Person responsible for monitoring outcome

Jasmine Reid

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:

Instructional coaches will use AVID strategies and Benchmark curriculum, as well as the school district curriculum unit plans when planning for instruction with professional learning teams. Teachers and coaches will then monitor student progress using weekly common formative assessments and state-wide progress monitoring through FAST and STAR. Teachers will use Benchmark, Lexia, Open Court and STAR to provide interventions for students who are not meeting progress.

Rationale:

The interventions listed above include feedback with an effect size of .73; distributed practice with an effect size of .71; direct instruction with an effect size of .59; worked examples with an effect size of .57; and cooperative learning with an effect size of .41, according to Visible Learning data compiled by John Hattie.

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

Teachers will plan weekly with Literacy Coach to support standards-based planning aligned with the rigor of the benchmarks.

Person Monitoring:

Jasmine Reid

By When/Frequency:

Weekly

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

Administration and instructional coaches will conduct weekly classroom walkthroughs to document trends and determine next steps for instructional support.

Action Step #2

Data Analysis of ongoing assessment and instruction

Person Monitoring:

Jacira Cowin

By When/Frequency:

Continually

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

Use data from STAR Universal Screener including intervention data and results to identify areas of need for each student and plan purposefully interventions based on student needs with a special focus on students that are classified as Black/African American

Action Step #3

Monitor student and teacher usage of data trackers with a focus on evidence of teacher/student data chats, as well as classroom data tracking with a focus on Black/African American students

Person Monitoring:

Katie Adams

By When/Frequency:

Continually

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

Administration and instructional coaches will conduct weekly classroom walkthroughs to document trends and determine next steps for instructional support with a focus on students that appear in the sub-group classification.

Area of Focus #4

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

Instructional Practice specifically relating to Science**Area of Focus Description and Rationale**

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

Standards-based data collected from the 2023-2024 state assessment show that students performed below grade level proficiency in science (44%) in Grade 5. There is a continued need for teachers to collaboratively plan during common grade-level planning sessions and be provided with support from content courses that enable coaches to have an increased overall presence in classroom as it relates to feedback, and modeling is evident as based on student success on the grade-level appropriate benchmarks. Student formative assessments collected during over the past 2 school years have showed a deficiency in being able to successfully complete grade-appropriate benchmark-aligned tasks. There is a need for continuous monitoring of planning sessions and implementation of instruction that will be structured and aligned to the full intent of the benchmark, as well as resources, student tasks, assessments, scaffolds, and transfer to instruction.

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.

By FAST PM3 we will increase students' proficiency in science from 44% to 58% which will help support our school wide goals for total proficiency.

Monitoring

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

The Science coach will meet with teachers weekly to support standards-based planning. The MTSS Team will also meet with grade level teams on a monthly basis to review data and interventions based on results from FAST, STAR, and CIM formative assessments. Administration and the leadership team will walk classrooms weekly to review trends and adjust planning sessions as needed.

Person responsible for monitoring outcome

Michael Beahm

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:

Instructional coaches will use AVID strategies and SAVAS science curriculum, as well as the school district curriculum maps when planning for instruction with professional learning teams. Teachers and coaches will then monitor student progress using weekly common formative assessments and state-wide progress monitoring through FAST. Teachers will use school-city assessments to monitor student learning as well as NWEA.

Rationale:

The interventions listed above include feedback with an effect size of .73; distributed practice with an effect size of .71; direct instruction with an effect size of .59; worked examples with an effect size of .57; and cooperative learning with an effect size of .41, according to Visible Learning data compiled by John Hattie.

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

Data analysis on classroom and district assessment and Progress Monitoring

Person Monitoring:

Michael Beahm

By When/Frequency:

Continually

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

step:

Monitor the data and progress toward SIP goals monthly using data from CIM assessments and progress monitoring during Stocktake Meetings.

Action Step #2

Instructional planning support for classroom teachers

Person Monitoring:

Michael Beahm

By When/Frequency:

Weekly

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

Instructional coaches will conduct weekly planning sessions with grade level teams to implement district curriculum maps and determine appropriate instructional strategies to meet the needs of their students.

Action Step #3

Support for ELL student usage of content glossaries

Person Monitoring:

Ruth Delgado

By When/Frequency:

Continually

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

Monitor ELL content-based glossary usage in Science classrooms. EES will provide modeling and resources for teachers not using content glossaries as part of their Science instruction.

Action Step #4

5th Grade STEM Block class with a focus on FAIR game standards

Person Monitoring:

Michael Beahm

By When/Frequency:

Weekly

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

5th grade students will receive weekly instruction on FAIR game standards to support science instruction with a focus on school-wide areas of deficiency.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

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

Reedy Creek Elementary will work to promote a positive culture and environment specifically relating to students who are part of our Early Warning System regarding student attendance. These students are often not engaged in learning and may have attendance and behavior barriers that prevent them

from being academically proficient. Therefore, AVID, strategies should be used during instruction to increase student engagement and PBIS will be used to help support positive behavior. In addition, programs will be implemented to encourage student attendance.

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.

When looking at Attendance data from an Early Warning System (EWS) we had 52 students in kindergarten, 33 in 1st grade, 40 in 2nd grade, 33 in 3rd grade, 33 in 4th grade and 22 in 5th Grade that all were absent 10% or more school days. By addressing these concerns and involving a combination of interventions such as improved communication with families, support services for students, and strategies to make school more engaging and supportive. In turn, overall student academic achievement should increase when students are present at school the goal will be to reduce the number of overall students from 213 students to 175 students.

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.

High attendance rates are critical for academic success, as consistent attendance ensures that students are present to receive instruction, participate in classroom activities, and engage in their learning environment. Improving attendance can help close achievement gaps, reduce behavioral issues, and enhance overall student performance. Instructional Coaches and leadership team members will work collectively to ensure that teachers are developing engaging lessons that will help to improve student attendance.

Person responsible for monitoring outcome

Kathryn McCormick

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:

Instruction will include AVID strategies to promote student engagement. Lexia Core 5, DreamBox Learning, and STAR. Attendance and discipline data will also be monitored monthly through the PBIS site team and MTSS Meetings.

Rationale:

The interventions listed above include feedback with an effect size of .73; distributed practice with an effect size of .71; direct instruction with an effect size of .59; worked examples with an effect size of .57; and cooperative learning with an effect size of .41 based on Visible Learning data compiled by John Hattie. In addition, DreamBox Learning has a strong rating on the Evidence for ESSA website

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**

Greet students at the door to provide a welcoming environment to the classroom

Person Monitoring:

Jacira Cowin

By When/Frequency:

Daily

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

Administration and coaches will walk classrooms to ensure that students are being welcomed and encouraged to be in class.

Action Step #2

Ensure that the school environment is one that students feel safe in.

Person Monitoring:

Kathryn McCormick

By When/Frequency:

continually

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

Monitor PBIS implementation of Tier 1 practices to ensure students are behaving in a safe manner. Discipline data and mental health referrals will be reviewed to determine needs.

Action Step #3

Data analysis absenteeism or tardies

Person Monitoring:

Jacira Cowin

By When/Frequency:

Continually

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

We will use the data to identify trends and patterns in absenteeism. We will look for specific days or times when absences are higher.

Action Step #4

Provide student incentives for being in attendance on Testing days.

Person Monitoring:

Jacira Cowin

By When/Frequency:

Continually

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

Incentives will be provided to students who are in attendance on targeted days centered around Progress Monitoring testing. We will monitor the number of students that obtaining the incentive to determine effectiveness.

Action Step #5

Competition among classes to promote student attendance

Person Monitoring:**By When/Frequency:**

Jacira Cowin

Continually

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

Class attendance will be monitored to by administration and school counselors to determine impact and effectiveness.

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.

We will provide information to our stakeholders through REMIND messages, social media posts, as well as flyers and newsletters sent home throughout the year about the School Improvement Plan.

www.osceolaschools.com/rces

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))

Throughout the school year we will provide frequent updates through newsletters, REMIND messages, and social media posts. This will include information about upcoming events, academic progress, and important announcements.

www.osceolaschools.com/rces

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))

To enhance the academic program, increase the amount and quality of learning time, and provide an

enriched and accelerated curriculum, the school will implement a multifaceted approach. Here's a detailed plan that incorporates these elements: Ensure that the curriculum is aligned with state standards and benchmarks for reading comprehension. This involves integrating strategies that emphasize critical thinking, analysis, and synthesis of texts. Extended Learning Opportunities: We will utilize our school intervention time to implement programs to help support student academic needs. In addition, we will provide access to high-quality instructional materials, including diverse and challenging texts, digital resources, and hands-on learning tools.

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))

The development of the plan involves a comprehensive approach that integrates and coordinates with our school stakeholders which aims to improve academic achievement for disadvantaged students.

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))

To ensure that students receive comprehensive support beyond academics, we have 2 School Counselors that are designed to address students' social-emotional well-being, mental health, and personal development, thereby enhancing their overall educational experience. Our counselors are able to facilitate group counseling sessions on topics such as conflict resolution, peer relationships, and stress management. They can also offer guidance on academic planning, goal setting, and strategies for success in school.

Preparing for Postsecondary Opportunities and the Workforce

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

To effectively prepare students for postsecondary opportunities and the workforce, the school implements a comprehensive approach that helps to expose elementary students to what the future could look like. Students participate in XELLO will helps to explore different career paths. Additionally, our STEM lab provides students with hands on activities and learning to help expose students to future endeavors.

Addressing Problem Behavior and Early Intervening Services

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

We utilize the Positive Behavior Interventions and Support (PBIS) system for our Tier 1 approach to behavior. We establish and teach clear, consistent behavioral expectations and norms across all areas of the school. Our expectations are integrated into the school's culture and communicated regularly to students, staff, and families.

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)).

To enhance instruction, effectively use data from academic assessments, and recruit and retain high-quality educators, the school implements a comprehensive approach that includes targeted professional development, support for ongoing learning, and strategic recruitment and retention efforts. We conduct workshops and training sessions on analyzing and using academic assessment data to inform instruction. We focus on data interpretation, identifying learning gaps, and adjusting instructional strategies based on data. We also offer professional development on evidence-based instructional strategies, such as differentiated instruction, formative assessment techniques, and active learning methodologies. Lastly, we also have established PLCs where educators collaborate to analyze student data, discuss instructional practices, and develop strategies for addressing specific student needs.

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))

We will work closely with our VPK and Pre-K ESE to align curriculum, assessment practices, and developmental expectations. This collaboration helps ensure that preschoolers are well-prepared for the transition to elementary school.

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.

Based on the ATSI Review, our Black/African American Students place us under the ATSI umbrella. Effectively reviewing and utilizing resources to meet the needs of students involves a systematic and data-driven process. This process ensures that resources are allocated efficiently and are aligned with the goals of improving student outcomes.

Specifics to Address the Need

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

Our instructional coaches will use AVID strategies and Benchmark curriculum, as well as the school district curriculum unit plans when planning for instruction with professional learning teams. Teachers and coaches will then monitor student progress using weekly common formative assessments and state-wide progress monitoring through FAST and STAR. Teachers will use Dream Box, the Osceola Numeracy Project, and STAR to provide interventions for students who are not meeting progress. Emphasis will be placed on supporting students that are under this umbrella.

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