

Pinellas County Schools

OSCEOLA MIDDLE SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 5
 - D. Early Warning Systems 6
- II. Needs Assessment/Data Review 9
 - A. ESSA School, District, State Comparison 10
 - B. ESSA School-Level Data Review 11
 - C. ESSA Subgroup Data Review 12
 - D. Accountability Components by Subgroup..... 13
 - E. Grade Level Data Review 16
- III. Planning for Improvement..... 17
- IV. Positive Learning Environment 37
- V. Title I Requirements (optional)..... 40
- VI. ATSI, TSI and CSI Resource Review 46
- VII. Budget to Support Areas of Focus 47

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Osceola Middle School is to cultivate a positive, safe environment where students are prepared for college and career success through structured, innovative learning opportunities

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

Derrik Craun

craund@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

Ensure that student safety and a high level of learning and student engagement is taking place every day at Osceola Middle School

Leadership Team Member #2

Employee's Name

Michael Smith

smithmichaell@pcsb.org

Position Title

Assistant Principal of Curriculum

Job Duties and Responsibilities

APC and administrator over ESE and ELA

Leadership Team Member #3**Employee's Name**

Gwendetta Richards

richardsgw@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal over Math and Athletics

Leadership Team Member #4**Employee's Name**

Jessica Scott

scottjes@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

AP over Science and Social Studies

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

Input was collected from our Student Advisory Committee (SAC) and from our Site Based Leadership Team (SBLT) along with the proposed budget shared with the entire faculty. Interest

surveys were collected in order to prioritize how our Title Budget would be set. This year's SIP will progress will be shared throughout the year in SAC meetings and faculty meetings.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

We will monitor data throughout the school year and use to inform instruction. We will communicate our FAST PM1 and PM2 data for Reading and Math with parents in SAC, PTSA and Title 1 parent events and update the SIP as needed to plan for adjustments in instruction

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	74.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: B 2022-23: C 2021-22: B

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							279	298	267	844
Absent 10% or more school days							68	73	76	217
One or more suspensions							6	35	35	76
Course failure in English Language Arts (ELA)							13	6	4	23
Course failure in Math							13	1	7	21
Level 1 on statewide ELA assessment							33	56	48	137
Level 1 on statewide Math assessment							34	50	44	128
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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							35	52	53	140

Current Year 2026-27

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							12	3	1	16
Students retained two or more times							7	3	0	10

Prior Year (2025-26) 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	
School Enrollment							315	287	339	941
Absent 10% or more school days							86	7	72	165
One or more suspensions							9	35	26	70
Course failure in English Language Arts (ELA)							10	20	4	34
Course failure in Math							13	15	6	34
Level 1 on statewide ELA assessment							49	50	47	146
Level 1 on statewide Math assessment							15	16	57	88
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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							30	62	59	151

Prior Year (2025-26) 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							5	7	4	16
Students retained two or more times							3	2	3	8

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	62	63	62	59	60	58	53	55	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	57	60	61	58	59	59	55	58	56
ELA Lowest 25th Percentile	42	51	53	53	52	52	53	53	50
Math Achievement*	56	65	65	58	65	63	60	61	60
Math Learning Gains	49	57	62	54	60	62	61	61	62
Math Lowest 25th Percentile	49	52	57	53	59	57	58	59	60
Science Achievement	58	60	57	53	59	54	49	52	51
Social Studies Achievement*	72	81	77	69	79	73	68	75	70
Graduation Rate									
Middle School Acceleration	81	84	82	80	84	77	79	80	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					49	53		44	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	526
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
58%	58%	60%	56%	56%	47%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	29%	Yes	5	1
English Language Learners	46%	No		
Asian Students	82%	No		
Black/African American Students	38%	Yes	1	
Hispanic Students	58%	No		
Multiracial Students	55%	No		
White Students	60%	No		
Economically Disadvantaged Students	53%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	62%		57%	42%	56%	49%	49%	58%	72%	81%			
Students With Disabilities	23%		33%	27%	22%	34%	32%	18%	42%				
English Language Learners	42%		57%	55%	41%	52%	50%	17%	57%				
Asian Students	80%		80%		83%	74%		88%	80%	87%			
Black/African American Students	36%		41%	36%	29%	41%	41%	21%	58%				
Hispanic Students	61%		57%	47%	52%	45%	48%	53%	77%	84%			
Multiracial Students	66%		61%	50%	46%	45%	31%	68%	56%	70%			
White Students	64%		56%	39%	60%	51%	55%	61%	73%	81%			
Economically Disadvantaged Students	54%		52%	42%	45%	47%	47%	48%	71%	71%			
10/2026													

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	59%		58%	53%	58%	54%	53%	53%	69%	80%			42%
Students With Disabilities	20%		39%	37%	30%	48%	42%	23%	42%				
English Language Learners	49%		55%	53%	50%	48%	33%	50%	71%				42%
Asian Students	72%		69%		80%	76%		79%	81%	93%			
Black/African American Students	42%		49%	42%	37%	43%	43%	31%	53%	50%			
Hispanic Students	57%		59%	53%	57%	61%	56%	43%	64%	90%			44%
Multiracial Students	62%		59%	60%	63%	55%	50%	71%	82%	93%			
White Students	60%		58%	54%	59%	53%	55%	56%	71%	78%			
Economically Disadvantaged Students	51%		53%	50%	51%	51%	47%	50%	65%	79%			42%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	53%		55%	53%	60%	61%	58%	49%	68%	79%			59%
Students With Disabilities	15%		43%	47%	20%	44%	46%	19%	35%	45%			
English Language Learners	26%		49%	50%	38%	67%	69%	16%	47%				59%
Asian Students	70%		63%		79%	78%		62%	87%	89%			
Black/African American Students	40%		62%	69%	41%	55%	57%	20%	64%				
Hispanic Students	41%		53%	56%	49%	61%	57%	31%	54%	82%			57%
Multiracial Students	57%		54%	38%	61%	67%	55%	41%	78%	69%			
White Students	55%		55%	51%	63%	60%	58%	55%	69%	77%			
Economically Disadvantaged Students	46%		53%	57%	52%	58%	52%	45%	56%	73%			59%

Page 15 of 48

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	61%	64%	-3%	62%	-1%
ELA	7	59%	63%	-4%	62%	-3%
ELA	8	64%	62%	2%	60%	4%
Math	6	51%	63%	-12%	60%	-9%
Math	7	5%	24%	-19%	53%	-48%
Math	8	51%	62%	-11%	61%	-10%
Science	8	58%	59%	-1%	52%	6%
Civics	7	87%	89%	-2%	77%	10%
Civics	8	49%	59%	-10%	75%	-26%
Algebra	7	100%	97%	3%	96%	4%
Algebra	8	80%	81%	-1%	84%	-4%
Geometry	8	100%	97%	3%	95%	5%
Geometry	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

In the 2025-26 school year, we saw our largest increase in Science proficiency. In addition, we also saw an increase in overall Reading proficiency. Both areas of growth were achieved by working together to intentionally plan for quality core instruction for our students.

Lowest Performance

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

Although we saw an increase in Reading proficiency, we experienced our lower performance in reading gains for our L25 students. Factors contributing to this decrease include having 3 long term substitutes in ESE support facilitation throughout the school year and a lack of student engagement for our most struggling learners.

Greatest Decline

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

Reading learning gains for our L25 students was our largest decline in SIP cell data which is largely contributed by a lack of differentiation of instruction.

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.

Reading learning gains for our L25 students was our largest gap compared to the state average which is largely contributed by a lack of differentiation of instruction.

EWS Areas of Concern

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

Student achievement of our ESE students is our main area of concern.

Highest Priorities

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

ESE Student achievement

L25 Learning Gains for Reading and Math

Learning Gains for Level 4 and 5 students

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

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

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

Osceola Middle School's English Language Arts Department will continue to focus heavily on student proficiency levels to ensure that every student shows mastery of their grade level benchmarks. At the close of the 2025-26 school year, the student proficiency data, as measured by the FAST PM 3 test, showed that 62% of our students were proficient, and 57% of our students were made a learning gain in reading. As data was reviewed at the close of the 2025-26 school year, it was identified that our ESE students and our L25 students need more support to ensure they are making gains in learning and the gap is closing.

Measurable Outcome

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

At the conclusion of the 2026-27 school year, Osceola Middle School will enjoy **67% of students showing proficiency** on the ELA FAST PM 3 test. Furthermore, our teachers will ensure that **65% of our students make learning gains**, with extra support given to our ESE and L25 students to support **70% of our L25 students making gains**.

Monitoring

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

In order to reach the goals for the school year, monitoring will be reviewed daily with all teachers. During the 2026-27 school year, the following actions will regularly occur and be a part of our daily working norms:

- All grade level ELA and Reading teachers will have a common planning period.
- Weekly PLCs will focus on instructional planning based upon student data. Teachers will attend PLCs regularly with the administrator to discuss:

1. Current student data on formative or summative assessments.
 2. Analyze student work samples to ascertain effectiveness of instructional strategies used.
 3. Extensive familiarity with benchmarks, texts being used in class, and strategies to ensure remediation practices are in place to support lower-level learners, as well as extension strategies to support higher-level learners.
- Develop a common board configuration (school-wide) that help both teachers and students ensure they are working towards mastering the benchmark being studied.
 - Administration will conduct daily walk-throughs of the department and offer feedback to teachers for strengthening classroom instruction with a focus on ensuring teachers are differentiating instruction to allow all learners to access the grade level curriculum.

Person responsible for monitoring outcome

Michael Smith

Evidence-based Intervention:

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

Description of Intervention #1:

Create a coherent system of support for striving readers by equipping intensive reading teachers with the knowledge, skills, and collaborative structures needed to help students master the strands of the reading rope, and ultimately, comprehension of grade-level texts.

Rationale:

With a change in the curriculum used for reading instruction, it is critical to ensure our reading teachers are supported in navigating this change and help them acclimate to the shift.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Create a student-centered classroom environment that leads to deep learning relevancy, agency, and authentic engagement.

Rationale:

Students thrive in classrooms that promote curiosity, improvement, and risk-taking. By tapping into students' curiosities, relevance is created which results in not only higher levels of student engagement, but deeper and long-lasting learning. Learning becomes more meaningful when students not only know what they are learning, but why they are learning it. All students deserve to feel heard and valued in the classroom. Productive classrooms buzz with conversation. When students contribute to the collective classroom experience, it motivates and engages them by creating a sense of belonging as well as satisfaction of being appreciated for their thoughts and ideas.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Ensure whole group and small group instruction in ELA (reading and writing) is designed and implemented according to evidence-based principles.

Rationale:

Explicit instructional practices for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) provide a "worked-out" sample with full teacher explanation, 3) full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring students discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap. Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Build Intensive Reading Teachers' Expertise

Person Monitoring:

Michael Smith

By When/Frequency:

Throughout the 2026-27 School Year

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

Build teacher expertise in Scarborough's Reading Rope and Providing Interventions for Students in Grade 4-9 What Works Clearinghouse Guide (e.g., Provide targeted professional development centered around strands (i.e., phonics/decoding, fluency, vocabulary, comprehension; ensure teachers can identify which strand(s) and skills are impacting individual student performance and how to respond.) Furthermore, reading teachers will have a regular opportunity to complete the following together:

1. Analyze student data
2. Plan targeted, high-quality instruction
3. Collaborate, plan, and rehearse high-quality instruction with colleagues
4. Participate in Professional Development around Literacy Best Practices

Action Step #2

Whole and Small Group Instruction

Person Monitoring:

Michael Smith

By When/Frequency:

Throughout the 2026-27 School Year

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

All Osceola Middle School Teachers will ensure the following happens every day in their classroom:

1. Deliver explicit, step-by-step instruction - in multiple, briskly paced cycles, related to student interests and cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.
2. Provide support and feedback focused on explicit, systematic, and sequential approaches to reading and writing instruction including a gradual release of responsibility model of instruction.
3. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions for students above the benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data (e.g., Pio-Up Small Group).

Action Step #3

Student-Centered Classroom Environment

Person Monitoring:

Michael Smith

By When/Frequency:

Throughout the 2026-27 School Year

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

Teachers at Osceola Middle School will ensure the following is in place to support a student-centered classroom:

1. Cultivate a trusting and motivating classroom culture where curiosity, improvement, and risk-taking are valued.
2. Use materials and assign tasks that are interesting to students and seem relevant to students.
3. Increase opportunities for collaborative group work.
4. Plan daily lessons with "teacher clarity" in mind: What are students learning? Why do students want/need to learn this? What do students need to be able to do to show they have been successful? to prevent unnecessary frustration and increase motivation; enthusiastically share learning intentions from the start of each lesson.
5. Employ instructional practices that result in students doing the work of the lesson.

Action Step #4

Monitoring to Take Action

Person Monitoring:

Michael Smith

By When/Frequency:

Throughout the 2026-27 School Year

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

Teachers in the ELA department will ensure that they are consistently and frequently monitoring student learning, and they will do the following:

1. Define and communicate with effective formative assessment looks like across classrooms (a common way of work will be established throughout the department)
2. Ensure alignment to ELA benchmarks and priority standards
3. Use writing and speaking tasks to reveal depth of understanding
4. Monitor specific skills (e.g., comprehension, vocabulary, writing) tied to benchmarks.

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

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.

Description

The school's area of focus is improving mathematics learning gains across all grade levels. While student proficiency remains important, ensuring that students demonstrate annual growth is critical to closing achievement gaps and supporting long-term success. This focus encompasses all students in grades 6–8 and emphasizes high-quality, standards-aligned instruction, differentiated support, small-group interventions, and consistent monitoring of student progress.

Instructional practices will include the use of formative assessments, collaborative planning, data chats, targeted intervention based on student need, and opportunities for students to engage in rigorous mathematical reasoning. Teachers will analyze benchmark and FAST assessment data to identify skill deficits and provide timely support to accelerate learning.

Rationale

Analysis of prior-year FAST mathematics data revealed that only **48% of students demonstrated learning gains**, indicating that more than half of students did not make the expected yearly progress. Although student performance is influenced by a variety of factors, the data indicate a need to strengthen instructional systems that support continuous growth for all learners.

Learning gains are a critical indicator because they reflect whether students are progressing regardless of their current achievement level. Increasing the percentage of students demonstrating growth will help move more students toward grade-level proficiency and reduce achievement gaps among student subgroups. Therefore, improving mathematics learning gains was identified as a high-priority need based on the review of state assessment results, benchmark data, and schoolwide achievement trends.

As a result, the school will implement a comprehensive approach focused on data-informed instruction, targeted interventions, progress monitoring, and collaborative professional learning with the goal of increasing mathematics learning gains from **48% to 65%**.

Measurable Outcome

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

Student Achievement – Mathematics Learning Gains

Increase the percentage of students demonstrating learning gains in mathematics through standards-aligned instruction, targeted interventions, ongoing progress monitoring, and data-driven instructional practices. The school will prioritize increasing mathematics learning gains for all students from 48% to

65%, with a focus on ensuring students make measurable progress toward grade-level proficiency.

Monitoring

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

Implementation and impact of this area of focus will be monitored through a continuous cycle of data analysis, collaborative planning, and progress monitoring. School leaders and teachers will review multiple data sources, including FAST PM assessments, district benchmark assessments, common formative assessments, classroom performance data, intervention progress-monitoring data, and student work samples.

Grade-level and PLC teams will meet regularly to analyze student performance, identify trends, and adjust instruction and interventions based on student needs. Administrative walkthroughs and instructional coaching cycles will be used to monitor the implementation of evidence-based instructional practices, including standards-aligned instruction, differentiated small-group instruction, student discourse, and the use of formative assessment strategies.

Progress toward the goal of increasing mathematics learning gains from **48% to 65%** will be reviewed after each FAST Progress Monitoring window and at regular intervals throughout the school year. Student growth data will be disaggregated by grade level and subgroup to ensure that all students are receiving the support necessary to demonstrate growth. Intervention effectiveness will be evaluated through progress-monitoring data, and adjustments will be made as needed to provide timely and targeted support.

Success will be measured by:

- Increased performance on classroom and district common assessments.
- Growth demonstrated on FAST PM1, PM2, and PM3 assessments.
- Increased percentages of students meeting expected growth targets.
- Regular implementation of evidence-based instructional practices observed during walkthroughs and PLC meetings.
- An increase in the percentage of students demonstrating mathematics learning gains from **48% to 65%** by the end of the school year.

Person responsible for monitoring outcome

Gwendetta Richards

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

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

Description of Intervention #1:

Evidence-Based Intervention: Implement data-driven instruction, targeted interventions, and collaborative Professional Learning Communities (PLCs) to ensure all students experience measurable growth in mathematics.

Rationale:

Rationale for Evidence-Based Strategy Research indicates that frequent progress monitoring, collaborative teacher planning, and targeted interventions positively impact student growth. Through the use of formative assessment data to identify unfinished learning and provide timely support, teachers can differentiate instruction to meet individual student needs. Regular Professional Learning Community (PLC) collaboration, common planning, analysis of student work, and ongoing feedback from school leaders and colleagues will strengthen core mathematics instruction and ensure that supports are aligned to grade-level standards. These evidence-based practices are expected to increase student engagement, accelerate learning, and improve mathematics learning gains for all students, contributing to the school's goal of increasing mathematics learning gains from 48% to 65%.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Conduct biweekly PLC meetings to analyze assessment data and plan standards-based instruction

Person Monitoring:

Gwendetta Richards

By When/Frequency:

Weekly

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

PLC agendas, meeting notes, data trackers

Action Step #2

Utilize common formative assessments and student work analysis to identify misconceptions and provide targeted reteaching

Person Monitoring:

Teachers

By When/Frequency:

Weekly

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

Assessment data, student work samples

Action Step #3

Implement small-group instruction and interventions based on student need

Person Monitoring:

By When/Frequency:

Gwendetta Richards

Ongoing

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

Intervention rosters, progress-monitoring data

Action Step #4

Conduct instructional walkthroughs focused on evidence-based mathematics practices and provide feedback to teachers.

Person Monitoring:

Gwendetta Richards

By When/Frequency:

Weekly

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

Common walkthrough form

Action Step #5

Conduct instructional walkthroughs focused on evidence-based mathematics practices and provide feedback to teachers.

Person Monitoring:

Gwendetta Richards

By When/Frequency:

Weekly

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

Teacher walkthrough data

Action Step #6

Monitor student growth through FAST PM1, PM2, and PM3 data and adjust supports accordingly. Also, conduct student data chats and goal-setting conferences to promote ownership of learning

Person Monitoring:

Administration, Math teachers, and SDI support facilitators

By When/Frequency:

Quarterly

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

FAST reports, data chats, and the use of student goal sheets.

Action Step #7

Provide professional learning on high-impact instructional strategies, differentiation, and use of formative assessment

Person Monitoring:

Ms. Richards AP, Ms. Selden, Math Instructional Leader other administrators

By When/Frequency:

Ongoing throughout the 2026-27 school year

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

Provide professional learning on high-impact instructional strategies, differentiation, and use of formative assessment Administration, Teacher Leaders Throughout the year Sign-in sheets, agendas, implementation evidence

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

Osceola Middle school will focus on increasing proficiency in 8th grade science, as measured by the Spring 2027 Grade 8 Statewide Science Assessment, from 58% to 65%. During the 2025-2026 school year, we saw an increase from 53% to 58% proficiency because of a focus on instructional planning and lesson implementation for student-centered learning.

6th Advanced science averaged 35% on the final exam with less than 9% of the students scoring in the blue. 6th Accelerated science averaged 61% on the final exam with 74% of students scoring in blue and green (proficient.) 7th Advanced science averaged 33% on the final exam with less than 7% of students scoring in the blue. 7th Accelerated science average 60% on the final exam with 76% of the students scoring in the blue and green (proficient.)

There will be a strong focus on instructional planning to refine, develop and deliver lessons that are aligned to the depth and scope of the standards at all three grade levels.

Measurable Outcome

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

The percent of 8th grade students achieving science proficiency will increase from 58% to 65% as measured by the 8th grade Statewide Science Assessment in May of 2026.

Additionally, our 6th Accelerated final exam average will maintain 60% (as all incoming 6th graders will be in accelerated) while the 7th Advanced final exam average will increase to 40% and the 7th Accelerated final exam average will increase to 65%.

Monitoring

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

The administrative team will monitor teacher practice and provide feedback to support growth by regularly observing science lessons to monitor planning lesson implementation and use of data to inform instruction. These regular walkthroughs will provide actionable feedback for the teachers to adjust instruction, as necessary. Teachers will participate in scheduled monthly alternating professional development to learn/refine strategies and strategy walks to observe their colleague's

use of those strategies. Teachers will also participate in grade level content planning PLCs three times per month for the purposes of creating and enacting lessons before delivery, plan for misconceptions, enrichment and remediation, and to meet all student's needs in the classroom.

Person responsible for monitoring outcome

Jessica Scott

Evidence-based Intervention:

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

Description of Intervention #1:

Deepen understanding of the depth and breadth of the FSASS standards as a non-negotiable for improving student outcomes in Middle School Science as evidenced by the end of year assessments.

Rationale:

As teachers become more skilled in fully understanding the standards, they will see changes in students' abilities to process and understand new content because they are able to identify which content is critical and understand how learned content scaffolds in complexity. They will also understand the importance of focusing in on the specific content tied to middle school standards allowing them to focus their efforts on deeper levels of understanding rather than surface understanding of a broader range of concepts.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Utilize district curricular materials to ensure whole group and small group instruction in Science is designed and implemented according to evidence-based principles, are standards-aligned, and provide rigorous expectations for all students.

Rationale:

Explicit instruction for students to learn new content, skill, or concept requires the following: 1) full, clear explanations, 2) teacher modeling, 3) Full guidance during student practice, and 4) Teacher corrective feedback. Differentiation consists of the efforts of teachers to respond to the different abilities of the learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: 1) Content—what the student needs to learn or how the student will get access to the information; 2) Process—activities in which the student engages in order to make sense of or master the content; 3) Products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and 4) Learning environment—the way the classroom works and feels. Teachers must ensure that: 1) curriculum is clearly focused on the information and understanding; 2) lessons, activities, and products are designed to ensure that students grapple with, use, and come to understand those essentials; 3) materials and tasks are interesting to students and seem relevant to them; 4) learning is active; and 5) there is joy and satisfaction in learning for each student.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Understanding Standards

Person Monitoring:

Jessica Scott, AP

By When/Frequency:

Ongoing

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

Teachers will participate in grade-level content PLCs three times each month to collaboratively unpack standards and design purposeful, standards aligned lessons that reflect the intended breadth, depth, and rigor of the content. Through ongoing collaboration, teachers will deepen their understanding of the vertical progression of standards, enabling them to better identify prerequisite skills, anticipate future learning expectations, and support students in mastering critical content. To strengthen instructional planning and ensure alignment, teachers will utilize state and district resources, including the Florida Standards Assessment Specifications (FSASS), PCS Red/Green Documents, PCS Course Outlines, and the Florida Department of Education Test Specifications Guide. By synthesizing standards, benchmark clarifications, content limits, and supporting appendices, teachers will develop a comprehensive understanding of the intended student outcomes and the full rigor of the standards, allowing them to create learning experiences that promote student success.

Action Step #2

Collaborative Planning

Person Monitoring:

Jessica Scott

By When/Frequency:

Ongoing, monthly

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

During collaborative planning, teachers will intentionally design instruction that spirals previously taught standards alongside new learning to strengthen student understanding. New concepts will be highlighted while strategically incorporating supporting standards to reinforce skills, extend practice opportunities, and build deeper conceptual connections through common scientific themes and ideas. Teachers will collaboratively analyze benchmarks, benchmark clarifications, and content limits to develop a comprehensive understanding of the standards and the intended learning outcomes for students. This process will support instructional planning that is aligned, focused, and responsive to student needs.

Additionally, teachers will engage in standards articulation to deepen their understanding of the progression of learning across grade levels. By examining prior knowledge and future learning expectations, teachers will be better equipped to connect instruction to the broader concepts and Big Ideas in science, helping students develop a more cohesive and meaningful understanding of the content.

Action Step #3

Differentiation for all learners

Person Monitoring:

Jessica Scott

By When/Frequency:

Weekly, ongoing

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

Teachers will ensure that appropriate instructional supports are embedded within core instruction and independent learning opportunities to meet the diverse needs of all students. This includes providing accommodations and scaffolds for students with exceptional needs, language supports for English Learners, and enrichment opportunities for students performing above benchmark expectations. Instructional supports will promote access to grade level content and complex texts, while also providing opportunities for students to engage with above level materials that remain aligned to grade level standards. Teachers will use student data to inform flexible small group instruction and targeted learning experiences.

Teachers will implement engaging, student centered instructional practices that foster curiosity, motivation, and meaningful participation in learning. These practices may include establishing high expectations for success, incorporating novel and authentic learning experiences, and designing compelling lessons that connect content to real world phenomena. Instruction will provide opportunities for students to explore concepts through meaningful tasks, engage with grade-level texts and rigorous content, and participate in discussions and challenges. Teachers will also create opportunities for student ownership by encouraging students to ask questions, set goals, make choices, and reflect on their learning.

Action Step #4

Small group instruction

Person Monitoring:

Jessica Scott

By When/Frequency:

Weekly, ongoing

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

Teachers will implement a systematic process for identifying students who are not yet meeting grade-level benchmarks. Through ongoing analysis of student data, targeted instruction, and frequent progress monitoring, teachers will address learning gaps early and provide timely interventions to support student growth and achievement. Small group instruction will occur at least once a week for the students who need it most.

Area of Focus #4

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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

Our area of Focus for the 2026-2027 schoolyear is to ensure that all Social Studies students are exposed to high quality, differentiated, and aligned lessons for their assigned course. The depth of the benchmarks and benchmark clarifications with differentiated instruction will address gaps in student

knowledge and explicit spiraling review will help students make connections between concepts necessary for building a conceptual framework of the Civics content.

In the 2026-27 school year, Social Studies teachers will collaboratively plan for differentiated instruction (student-centered, scaffolded exercises that helps students to build a conceptual framework with higher order thinking opportunities) to reach the depth of the benchmarks and benchmark clarifications in Civics. Also, the social studies team will routinely utilize reading and writing strategies in World History and US History classes to support students' learning to think historically, build knowledge, and retain understanding.

Measurable Outcome

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

Our current level of performance is 72% proficiency, as evidenced by the 2025 Spring EOC Civics Assessment. Separately, there is 89% proficiency for 7th grade students and 50% proficiency for 8th grade students. We expect our overall performance to be 80% proficiency, with 7th grade at 95% proficiency and 8th grade at 60% proficiency.

In the 2026-27 school year, the History team will focus on improving the student average on the U.S. History final exam from 50% to 60%/The World History final exam from 47% to 55%, and the Pre-AP final exam from 48% to 55%.

Monitoring

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

Progress in the Civics classrooms will be monitored through district-developed unit and cycle assessments as well as daily formative assessment of student progress as planned, implemented, and analyzed by the classroom teachers.

Progress monitoring in the History classrooms occurs daily in formative assessments, twice per quarter on the district-developed learning checkpoints, as well as student progress in their Progress Monitoring FAST reading assessments. Writing will be monitored through the use of *The Writing Revolution* strategies and the quarterly DBQ/DBQ Online writing assessments.

Person responsible for monitoring outcome

Derrik Craun

Evidence-based Intervention:

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

Description of Intervention #1:

Identify Critical Content Teacher clarity

Rationale:

Identifying the critical content in student benchmarks keeps lesson planning focused on the most essential knowledge and skills students are expected to learn, ensuring instructional time is spent on concepts that drive mastery and assessment success. Clear identification of critical content also supports alignment between instruction, activities, and assessment. Ultimately, it promotes coherence, equity, and clarity in teaching and learning.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Advance student thinking through writing about reading so that students will make their thinking visible, deepen their understanding of critical content, and engage in rigorous, standards-aligned tasks. Cognitive Engagement with Content – The Writing Revolution and Document Based Questions Scaffolded and differentiated instruction with corrective feedback

Rationale:

Writing about reading supports learning because it requires students to process, organize, and explain what they have read. Writing pushes students beyond recall to analyze ideas, make connections, and use evidence to support their thinking. It also helps teachers see student understanding and misconceptions in real time. If teachers As a result, writing about reading deepens comprehension and improves long term retention of content.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Provide onsite PD on differentiating instruction. We will define what it is, what it is not and provide connections to our OMS Best Practices.

Person Monitoring:

Derrik Craun

By When/Frequency:

During Pre School training Sessions, 20 n Out PD and Strategy Walks

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

Provide ongoing PD on differentiation and monitor the effects of utilizing strategies by classroom observation data, student assessment data, and teacher reflection activities.

Action Step #2

Provide professional learning on key strategies from The Writing Revolution, from sentence-level strategies to paragraph and essay writing and develop writing prompts that require students to explain, justify, and analyze using text evidence.

Person Monitoring:

Derrick Craun

By When/Frequency:

Ongoing during staff PLCs and PD opportunities

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

We will discuss and share examples of Writing Revolution strategies throughout the year in our PLCs to continue to grow our use of writing in social studies.

Action Step #3

Improve organizational and study skills by teaching students to paraphrase, take notes, summarize, and make outlines.

Person Monitoring:

Derrick Craun

By When/Frequency:

Weekly

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

During Civics weekly PLCs, we will review Student Notebooks for the upcoming week and discuss what to add/delete and plan for misconceptions. This scaffolding will help students make connections between prior knowledge and new content.

Action Step #4

Analyze Assessment Results

Person Monitoring:

Derrick Craun

By When/Frequency:

Monthly

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

Teachers and administrators engage in Just-in-Time professional development (Data Response Team – Da.R.T. for Civics teachers and Facilitated Planning for all teachers) to analyze formative assessment results, identify benchmarks in need of remediation, students in need of additional support, and plan for future instruction.

Area of Focus #5

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

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.

Research consistently demonstrates that students achieve at higher levels when instruction is standards-aligned, intentionally planned, and responsive to student needs. Black students experience

the greatest success when schools maintain high expectations, provide access to rigorous grade-level instruction, monitor progress frequently, and implement timely interventions. Effective schools also create culturally affirming environments where students see themselves reflected in instruction and where relationships support academic excellence.

Measurable Outcome

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

Increase proficiency and learning gains for Black students in ELA and Mathematics through rigorous standards-based instruction, responsive teaching practices, and systematic progress monitoring.

Overall, OMS will increase our federal percent of points index for Black students from 38% last school year to 55% for the 2026-27 school year.

Monitoring

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

Our African American student achievement will be monitored throughout the school year in weekly administrative team meetings, monthly SBLT meetings and shared with staff during faculty PLCs. We will review discipline data as well as progress monitoring data for all tested areas.

Person responsible for monitoring outcome

Derrik Craun, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Evidence-based Strategy to support: • Teacher Clarity (Hattie) • Explicit Instruction • High-Yield Instructional Strategies • Data-Driven Instruction • Collaborative Learning • Academic Discussion • Writing to Learn • Frequent Monitoring and Feedback

Rationale:

Research consistently demonstrates that students achieve at higher levels when instruction is standards-aligned, intentionally planned, and responsive to student needs. Black students experience the greatest success when schools maintain high expectations, provide access to rigorous grade-level instruction, monitor progress frequently, and implement timely interventions. Effective schools also create culturally affirming environments where students see themselves reflected in instruction and where relationships support academic excellence.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Ensure teacher clarity practices including learning targets, success criteria, and benchmark alignment. Explicit instruction and the use of high-yield instructional strategies will also be tracked and supported as needed.

Person Monitoring:

Derrik Craun, Principal

By When/Frequency:

Weekly during admin meetings

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

Administrative team will review our classroom observational data weekly to ensure teachers are consistently providing teacher clarity and aligning student tasks with the level of rigor of the benchmark. We will use a common observational tool and record data daily. Administrators will visit 5 classrooms per day minimum.

After reviewing our observational data, we will provide support and PD as needed during PLCs, 20 n Out PD sessions, and OMS Strategy Walks.

Area of Focus #6

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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

Students with disabilities demonstrated varying levels of growth, but the subgroup did not meet state expectations as measured on the 2025-26 FAST Assessment for English Language Arts and Mathematics. This performance indicates a need to strengthen access to rigorous, standards-aligned Tier 1 instruction while ensuring instructional supports are appropriately matched to individual student needs.

Measurable Outcome

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

Students with disabilities saw 23% proficiency in reading and 22% proficiency in math on the 2025-26 FAST Assessment, which is substantially below the goal of 41%.

At the conclusion of the 2026-27 school year, Students with Disabilities with reach 43% proficiency in

reading and 43% proficiency in math as measured by the FAST Assessment.

Monitoring

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

The ESE services coach, case managers, and school administrators will review teacher documentation on a monthly basis to ensure the data collection process is being implemented with fidelity. Planning notes will be monitored using a common rubric or checklist to verify that they include measurable student progress, instructional strategies, accommodations provided, intervention outcomes, and next instructional steps. Findings will be discussed during PLCs and leadership meetings to identify trends, provide timely feedback, and determine additional professional learning or coaching needs. The quality of documentation and its use in developing data-informed IEPs and progress reports will be reviewed quarterly to evaluate the effectiveness of the process and make adjustments as needed.

Person responsible for monitoring outcome

Michael Smith, Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Implement a standardized progress-monitoring and instructional documentation system that enables teachers to consistently collect, analyze, and use student performance data to inform instructional decisions, monitor effectiveness of interventions, and support the development of data-driven IEPs. Teachers will engage in collaborative data analysis to adjust instruction, ensure fidelity of accommodations and interventions, and provide timely, targeted support based on student needs.

Rationale:

This intervention is grounded in research supporting data-based individualization, progress monitoring, and collaborative data analysis, which have been shown to improve instructional decision-making and academic outcomes for students with disabilities.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Professional Development

Person Monitoring:

Michael Smith

By When/Frequency:

Beginning August 2026, continuing for 2026-27 school year

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

On site Professional Development opportunities will focus on strengthening Specially Designed Instruction for SWD in the general education setting. Beginning in August of 2026, the PD offered will ensure evidence-based strategies and best instructional practices to ensure students are able to access grade level curriculum. Topics to be covered include implementation of differentiated instruction, scaffolding, and explicit instruction.

Action Step #2

Develop and Maintain Effective Data Collection

Person Monitoring:

Michael Smith

By When/Frequency:

Weekly

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

Develop and implement a standardized data collection and documentation process to ensure teachers consistently record student progress, instructional strategies, accommodations, and intervention outcomes. This system will provide meaningful evidence to inform instructional decisions, support IEP development, and monitor student progress toward individual goals.

Action Step #3

Instructional Walkthroughs

Person Monitoring:

Michael Smith

By When/Frequency:

Weekly

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

Administration will conduct weekly walkthroughs and classroom observations focused on the implementation of differentiated instructions, student engagement, instructional rigor, and fidelity of accommodations outlined in students' Individual Education Plans.

Action Step #4

Progress Monitoring

Person Monitoring:

Michael Smith

By When/Frequency:

Weekly

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

Teachers will prioritize reviewing student performance during Professional Learning Community (PLC) meetings and data chats to evaluate the effectiveness of instructional strategies and interventions and make adjustments to instruction as needed to improve student outcomes. Administration will be a part of all PLCs and will facilitate this discussion to ensure lessons are allowing SWD to work towards mastery.

IV. Positive Learning 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.

Our Area of Focus is to increase our average daily student attendance for all grade levels as our average daily attendance decreased last school year.

Measurable Outcome

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

As evidenced by Data Analytics, our average daily attendance rate was 91.5% for the 2025-26 school year. 33% of the students were absent 10% or more during the 2025-2026 school year for any reason and 14% of students were absent 20% or more of school days. At the close of the 2026-2027 school year, less than 27% of Osceola students will have more than 10% absences and our goal for missing 20% of the school days will be 10% or less of OMS students. Our ADA goal for 2026-27 is 93%.

Monitoring

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

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

Person responsible for monitoring outcome

Derrik Craun, Principal

Evidence-based Intervention:

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

Description of Intervention #1:

Use PBIS Rewards app for positive recognition of attendance, like shout-outs, certificates, grade level competitions, or "perfect attendance" incentives (with a focus on improvement, not perfection). Also, we will use and monitor the impact of Targeted Learning for our students with frequent absences. This will be monitored by our CST for each grade level and adjusted by our school social worker, counselors/administrators as needed to help students feel excited to attend school each day.

Rationale:

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

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Positive Recognition

Person Monitoring:

Gwendetta Richards

By When/Frequency:

Ongoing bi-weekly

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

Ms. Richards will work with the PBIS elective teacher Ms. Weber to ensure students earn points for meeting attendance target.

Action Step #2

Frequent absent students

Person Monitoring:

Ms. Henderson, School Social Worker

By When/Frequency:

bi-weekly

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

As a result of CST monitoring, Ms. Henderson will monitor our frequent absent students and ensure each student has a staff member to support them to set individualized attendance goals with PBIS rewards in addition to monitoring the effectiveness in that student's Targeted Learning in order to enhance the student experience.

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

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

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Osceola Middle School plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress by:

- offering family engagement activities/ workshops focused on the importance of attendance/behavior/ and how it affects academic success; providing information on college scholarship opportunities; highlighting student academic achievements; Back to School night in the Fall allows parents the opportunity to meet their child's teachers and learn expectations for curriculum and behavior

- holding the OMS Fall Festival in the fall and OMS Spring Showcase in the early spring. For new students, we will have an OMS New Student Expo in February, New Student Discovery Night in March, followed by OMS Summer Tours, an OMS Peer Connect event at the end of summer for student team building and getting to know their peers and a Chief Community Day for orientation and help students prepare for the first day of school on August 11th

- providing weekly Principal updates through School Messenger on activities/events, in addition to information on how parents can support students at home

- collecting and reviewing stakeholder feedback (PTSA, SAC, Stakeholder Surveys, parent conference, and IEP meetings). Input from families is reviewed and improvements are made when possible to ensure we continuously improve. Osceola Middle School plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress by:

- * Offering family engagement activities/ workshops focused on the importance of attendance/ behavior/ and how it affects academic success and providing information on college scholarship opportunities

- * Highlighting student academic achievements and share student projects and work samples

- holding the OMS Fall Festival in the fall and OMS Spring Showcase in the early spring. For new students, we will have an OMS New Student Expo in February, New Student Discovery Night in March, followed by OMS Summer Tours, an OMS Peer Connect event at the end of summer for

student team building and getting to know their peers and a Chief Community Day for orientation and help students prepare for the first day of school on August 11th

- providing weekly Principal updates through School Messenger on activities/events, in addition to information on how parents can support students at home

- collecting and reviewing stakeholder feedback (PTSA, SAC, Stakeholder Surveys, parent conference, and IEP meetings). Input from families is reviewed and improvements are made when possible to ensure we continuously improve.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Osceola Middle School plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by:

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

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

ESOL Osceola

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

IDEA (ESE)- Osceola Middle School will conduct meetings with parents and our ESE team to discuss

policies and procedures for ESE students, as well as, the specific learning needs and expectations for ESE students.

Title II (Professional Learning dept.)- Osceola Middle School will take advantage of any support provided by the district in regards professional learning.

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The structure of our choices of targeted learning allows for our students to receive lessons and support in regard to mental health and access to support services as needed. Our volunteer coordinator works to increase mentoring services and pairs with students in need of support.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

We will hold bi-monthly grade level Child Study Team (CST) meetings as well as monthly Multi-Tiered System of Support (MTSS) meetings for each grade level. These meetings will analyze data to problem solve and provide support/interventions as needed for students who are not consistently modeling our school wide guidelines for success.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

We will provide onsite PD opportunities for staff monthly through 20 N Out (20 minute PD sessions during teachers' planning) and Strategy Walk opportunities for teachers to observe each other.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

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 (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

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

The district allocates Principal Discretionary funds to each school and at OMS, we receive Title 1 funds to support student learning. Principals presents to the School Advisory Council the amount of their Title 1 Funds, reviews our SIP, and how the Title 1 funds will support our plan. The Title 1 funds are spent in alignment with the SIP, and reviewed by the district Title 1 support team.

Specifics to Address the Need

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

All Title 1 funds will be used to purchase resources that will benefit students in becoming engaged and motivated in learning opportunities.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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