



Osceola School District

2020-2021

ANNUAL REPORT TO THE PUBLIC



Osceola School District held its annual meeting for the public at 5:30 pm on October 12, 2020 at the Choices Alternative Center in the old Junior High Cafeteria

ANNUAL ACCREDITATION STATUS

The most recent Standards Annual Accreditation Report for 2019-2020

Osceola High School-Accredited

Osceola STEM Academy-Accredited

Carroll Smith Elementary-Accredited

North Elementary-Accredited

CURRENT STUDENT ENROLLMENT

North Elementary- 161 (67 Pre K)

Carroll Smith Elementary-321

Osceola STEM Academy-319

Osceola High School-311

Total= 1112 Students

EQUITY

The School District equity coordinator is Dr. Toriano Green

Osceola School District is an EEOC employer.

FEDERAL & STATE PROGRAMS

- Title I
 - Osceola conducts a Title I Schoolwide program.
 - Instructional materials and supplies and equipment are made available through Title I funding.
 - Administrative support is paid to assist in utilizing Title I funding.
 - Before/After school and summer school programs are provided through Title I funding.
- Title II A
 - Provides recruitment bonuses and professional development for staff.
- Title IV
 - Implementation of Positive Behavior Intervention and Supports System
- Title V Reap
 - Provides educational technology support for math and literacy and school safety.
- School Improvement Grants
 - N/A
- ESA funding provides for math and literacy support.
 - Provides math and literacy resources and academic interventionists for the district.
- ELL, ALE and STATE PD funds are used for resources in their respective areas.

Director of Federal Programs-Dr. Toriano Green

NORTH ELEMENTARY 2020-21- Principal: Mrs. Pam Smith

	<u>MATH</u>	<u>LITERACY</u>
Current Status	Based on beginning I-Ready assessment: Tier 1 (on or above grade level) 3% Tier 2 (one grade level below) 97%	Based on beginning I-Ready assessment: Tier 1 (on or above grade level) 10% Tier 2 (one grade level below) 90%
Goals	Tier 1 (on or above grade level) 50% Tier 2 (one grade level below) 30%	Tier 1 (on or above grade level) 50% Tier 2 (one grade level below) 30%
Proposal to correct deficiencies.		
Curriculum & Instruction	Ready Math (K) & McGraw Hill World of Wonder (PreK)	McGraw Hill World of Wonders (PreK) McGraw Hill Wonders (K), Phonics First, & Heggerty (PreK & K)
Assessment	<ul style="list-style-type: none"> • I-Ready • Curriculum unit assessments • Informal/ observation • Brigance (PK) 	<ul style="list-style-type: none"> • I-Ready • DIBELS Next (LNF, FSF, PSF, NWF) • Curriculum Unit assessments • Informal/ anecdotal • Brigance (PK)
Interventions	<ul style="list-style-type: none"> • Two highly qualified interventionists working with students • Classroom teachers working in small groups with students based on needs. • Paraprofessionals working with students one-on-one • PBIS 	<ul style="list-style-type: none"> • Two highly qualified interventionists working with students • Classroom teachers working in small groups with students based on needs. • Paraprofessionals working with students one-on-one • PBIS
Professional Development	<ul style="list-style-type: none"> • I-Ready Math • (CRESC) • Data Driven Instruction • PBIS 	<ul style="list-style-type: none"> • Science of Reading (CRESC) • McGraw Hill implementation • Data driven instruction • PBIS
Parental Involvement	<ul style="list-style-type: none"> • Math night/ event • Virtual Lessons 	<ul style="list-style-type: none"> • Reading night/ event • Virtual lessons
Evaluation & Monitoring	<ul style="list-style-type: none"> • TESS • Classroom Observations • Data Wall • I-Ready 	<ul style="list-style-type: none"> • TESS • Classroom Observations • Data Wall • I-Ready

CARROLL SMITH ELEMENTARY- Principal: Mrs. Stefanie Smithey

	<u>MATH</u> <i>(I-READY BOY)</i>	<u>LITERACY</u> <i>(I-READY BOY)</i>
Current Status	Overall CSE has 46% of students are at Risk for Tier 3, 51% at Tier 2 level and 3% at Tier 1 (on grade level or higher)	Overall CSE has 35% of students at Risk for Tier 3, 54% at Tier 2 level and 12% at Tier 1 (on grade level or higher)
	GRADE(S) TIER 1 TIER 2 TIER 3 <small>(Grade Level or higher) (1 grade Behind) (2 + gr. Behind)</small>	GRADE(S) TIER 1 TIER 2 TIER 3 <small>(Grade Level or higher) (1 grade Behind)(2 or more gr. Behind)</small>
	1st GR 6% 74% 20%	1st GR 4% 85% 11%
	2nd GR 2% 42% 56%	2nd GR 12% 39% 49%
	3rd GR 2% 43% 55%	3rd GR 25% 29% 46%
	4th GR 1% 45% 54%	4th GR 8% 61% 32%
Goals	By January 2020, CSE will move 15% of the Tier 3 students into TIER 2 or higher level. By May 2020, CSE will move another 20% of Tier 3 students into either Tier 2 or Tier 1 level.	By January 2020, CSE will move 15% of the Tier 3 students into TIER 2 or higher level. By May 2020, CSE will move another 20% of Tier 3 students into either Tier 2 or Tier 1 level.
Proposal to correct deficiencies.		
Curriculum & Instruction	Ready Classroom CGI Strategies Guided Math – Small Group Instruction Ready Math	Wonders Phonetic Connections Guided Reading – Small Group Instruction Multisyllabic Routine Cards and Haggerty Phonics
Assessment	ACT/Aspire 3rd and 4th Grades Interim/Formal End of Unit Tests Classroom Observations Exit Slips iReady Diagnostic	ACT/Aspire 3rd and 4th Grades Interim/Formal End of Unit Tests Classroom Observations Exit Slips DIBELS Phonological Awareness Assessment
Interventions	Small group instruction with Instructional Assistants and teachers Tier 3 Interventions w/ Interventionists iReady Progress Monitoring Perfect Attendance Room	Small group instruction with Instructional Assistants and teachers Tier 3 Interventions w/ Interventionists DIBELS Progress Monitoring Perfect Attendance Room
Professional Development	PLC/Grade Level Planning with Interventionist and Principal. Training through Ready Classroom/Wonders Ed-Reflect videos	

Parental Involvement	Open House Book Fair Award Assemblies Field Trips Family Night Progress Reports Report Cards Parent Letters	School Messenger Carroll Smith Elementary Facebook Osceola School District Facebook 4H Cooking Classes Reading Strategies for Elementary Students Class DOJO/Class Tag STAMP Spelling Bee
Evaluation & Monitoring	Analysis of Assessment Data - with Action Plan including SMART Goals Classroom Observations (by Principal, Assistant Principal, Assistant Principal, Superintendent, and Assistant Superintendent, Curriculum Director, LEA Director Informal Observations/Formal Observations	Campus Leadership Team Meetings District Leadership Team Meetings Review and triangulate student data to determine cause for student struggle (attendance, behavior, academic, emotional) Teacher/observer collaboration and reflection Lesson Plan Feedback and Support

Osceola STEM Academy- Principal: Ms. Christal Smith																																											
	MATH (I-READY BOY)	LITERACY (I-READY BOY)																																									
Current Status	<p>STEM overall has 65% of students are at Risk for Tier 3, 28% at Tier 2 level and 7% at Tier 1 (on grade level or higher)</p> <table> <tr> <th>GRADE(S)</th><th>TIER 1 (Grade Level or higher)</th><th>TIER 2 (1 grade Behind)</th><th>TIER 3 (2 + gr. Behind)</th></tr> <tr> <td>5TH GR</td><td>6%</td><td>17%</td><td>77%</td></tr> <tr> <td>6TH GR</td><td>6%</td><td>11%</td><td>83%</td></tr> <tr> <td>7TH GR</td><td>6%</td><td>12%</td><td>82%</td></tr> <tr> <td>8TH GR</td><td>7%</td><td>12%</td><td>81%</td></tr> </table>	GRADE(S)	TIER 1 (Grade Level or higher)	TIER 2 (1 grade Behind)	TIER 3 (2 + gr. Behind)	5TH GR	6%	17%	77%	6TH GR	6%	11%	83%	7TH GR	6%	12%	82%	8TH GR	7%	12%	81%	<p>STEM overall has 81% of students are at Risk for Tier 3, 13% at Tier 2 level and 7% at Tier 1 (on grade level or higher)</p> <table> <tr> <th>GRADE(S)</th><th>TIER 1 (Grade Level or higher)</th><th>TIER 2 (1 grade Behind)</th><th>TIER 3 (2 or more gr. Behind)</th></tr> <tr> <td>5TH GR</td><td>6%</td><td>17%</td><td>77%</td></tr> <tr> <td>6TH GR</td><td>6%</td><td>11%</td><td>83%</td></tr> <tr> <td>7TH GR</td><td>6%</td><td>12%</td><td>82%</td></tr> <tr> <td>8TH GR</td><td>7%</td><td>12%</td><td>81%</td></tr> </table>	GRADE(S)	TIER 1 (Grade Level or higher)	TIER 2 (1 grade Behind)	TIER 3 (2 or more gr. Behind)	5TH GR	6%	17%	77%	6TH GR	6%	11%	83%	7TH GR	6%	12%	82%	8TH GR	7%	12%	81%	
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Goals	<p>By January 2020, STEM Academy will move 15% of the Tier 3 students into TIER 2 or higher level.</p> <p>By May 2020, STEM Academy will move another 15% of Tier 3 students into either Tier 2 or Tier 1 level.</p>	<p>By January 2020, STEM Academy will move 15% of the Tier 3 students into TIER 2 or higher level.</p> <p>By May 2020, STEM Academy will move another 20% of Tier 3 students into either Tier 2 or Tier 1 level.</p>																																									
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Curriculum & Instruction	<p>IReady Math Resource</p> <p>Differentiated instruction/ Scaffolding Instruction</p> <p>Academic Growth Conversations</p> <p>R.I.S.E. in Grades 5-6th Grade</p>	<p>Wonders (5-6th Gr) /Study Sync (7-8th Gr)</p> <p>Science of Reading integrated in all content areas 7-8th grade</p> <p>WPP Online (writing)</p> <p>Academic Growth Conversations</p>																																									
Assessment	<p>IReady Math informal and formal assessments, Informal (exit tickets, quiz, questioning etc.) Formals (summative assessments, tests) Teacher created assessments</p>	<p>Wonders and Study Sync Informal & Formal assessments. Informal's (exit tickets, quiz, questioning and etc.), Formals (summative assessments, tests), STAR Testing</p>																																									
Interventions	<p>Core Classes: Individualized Instruction through centers.</p> <p>Small group instruction (cooperative learning)</p> <p>Tier 2 Intervention: if needed</p> <p>Tier 3 Intervention: Intervention w/ Interventionists or SPED teachers, RTI Team</p> <p>Focus Friday to address deficiencies</p> <p>AIP's align to address deficiencies areas</p>	<p>Reading Foundational Skills addressed in all content areas</p> <p>Writing is included in our Literacy programs</p> <p>Reciprocal Reading strategies included in the Re-Reads sections of our Literacy resource.</p> <p>RISE and Science of Reading practices utilized in all content areas</p> <p>After-School tutoring, Intervention addressing phonic gaps</p>																																									
Professional Development	<p>IReady for Math teachers, Progress Monitoring, Scaffolding and Differentiated Instruction , Data-driven PLC's, Monthly, and Departmental meetings (instructional strategies/ curriculum planning)</p>	<p>Wonder Resource training, Study Sync Program training, RTI Training, Data Analysis, Progress Monitoring, RISE training, Science of Reading training, Reciprocal Reading, Data-driven PLC's, Monthly Departmental meetings (instructional strategies/ curriculum planning)</p>																																									
Parental Involvement	<p>Monthly Parent Appreciation Event, Monthly STAMP Meetings, Math / Science Night, Perception Surveys</p>	<p>Monthly Parent Appreciation Event, Monthly STAMP Meetings, Literacy Night, Book Night, Perception Surveys</p>																																									
Evaluation & Monitoring	<p>STEM Strategic Action Plan with focus areas of Leading / Managing Change, Transforming Teaching and learning Students , Progress monitoring of mastery of standards, PBIS , Smart data System (used to monitors classroom/ building behavior) TESS Evaluation system Reflective conferences and actionable feedback from observations, Informal and Formal observations, Principal, Assistant Principal, Lesson Plan Feedback and Support.</p>	<p>STEM Strategic Action Plan with focus areas of Transforming Teaching and learning Students , Progress monitoring of mastery of standards, Smart Data System (system used to monitors classroom/ building behavior) TESS Evaluation system Reflective conferences and actionable feedback from observations, Informal and Formal observations, Principal, Assistant Principal, Lesson Plan Feedback and Support.</p>																																									

OSCEOLA HIGH SCHOOL – PRINCIPAL: TOSHIBA PUGH		
	MATH	LITERACY
CURRENT STATUS	PERFORMING BELOW THE STATE AVERAGE ON ACT ASPIRE TEST.	PERFORMING BELOW THE STATE AVERAGE ON ACT ASPIRE TEST.
GOALS	STUDENTS WILL MEET OR EXCEED THE GRADE LEVEL STATE AVERAGE ON THE ACT-ASPIRE ASSESSMENT.	STUDENTS WILL MEET OR EXCEED THE GRADE LEVEL STATE AVERAGE ON THE ACT-ASPIRE ASSESSMENT.
PROPOSAL TO CORRECT DEFICIENCIES.		
CURRICULUM & INSTRUCTION	<ul style="list-style-type: none"> TEACHER CREATED CURRICULUM VIRTUAL ARKANSAS APEX ACT PREP INSTRUCTION 	<ul style="list-style-type: none"> PEARSON PERSPECTIVE SHURLEY ENGLISH APEX ACT PREP INSTRUCTION TEACHER CREATED CURRICULUM
ASSESSMENT	<ul style="list-style-type: none"> iREADY ACT ASPIRE ACT TEACHER CREATED 	<ul style="list-style-type: none"> iREADY ACT ASPIRE ACT TEACHER CREATED
INTERVENTIONS	<ul style="list-style-type: none"> UNIT ZERO - BASIC DEFICIENCIES AFTER-SCHOOL SUPPORT EARLY WARNING SYSTEM TO DECREASE FAILURES MONDAY MATH MADNESS (4 TO 1 WEEK FOCUSING ON FOUNDATIONAL SKILLS) APEX ACT PREP INSTRUCTION CO-TEACHING OF SOME CLASSES SMALL GROUP INSTRUCTION WITH INTERVENTIONIST 	<ul style="list-style-type: none"> HISTORY DEPARTMENT FOCUS ON LITERACY STANDARDS EARLY WARNING SYSTEM TO DECREASE FAILURES DAILY GRAMMAR EMBEDDED LESSONS APEX AFTER SCHOOL SUPPORT ACT PREP INSTRUCTION CO-TEACHING OF SOME CLASSES SMALL GROUP INSTRUCTION WITH INTERVENTIONIST
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> TEACH LIKE A CHAMPION STRATEGIES DATA DRIVEN PLANNING AND INSTRUCTION CLASSROOM MANAGEMENT ONGOING FOCUS ON STANDARDS, ASSESSMENT, INSTRUCTION, AND DATA PRE-AP/AP DISTRICT TRAINING TRIBAL SESSIONS WITH DATA REVIEW 	<ul style="list-style-type: none"> TEACH LIKE A CHAMPION STRATEGIES DATA DRIVEN PLANNING AND INSTRUCTION CLASSROOM MANAGEMENT ONGOING FOCUS ON STANDARDS, ASSESSMENT, INSTRUCTION, AND DATA PRE-AP/AP DISTRICT TRAINING TRIBAL SESSIONS WITH DATA REVIEW SATURDAY PROFESSIONAL DEVELOPMENT
PARENTAL INVOLVEMENT	<ul style="list-style-type: none"> STAMP MONTHLY MEETINGS COLLEGE AND CAREER READINESS INFORMATION MEETINGS TITLE I NIGHT 	<ul style="list-style-type: none"> STAMP MONTHLY MEETINGS COLLEGE AND CAREER READINESS INFORMATION MEETINGS TITLE I NIGHT

	<ul style="list-style-type: none"> · FAMILY ACADEMIC NIGHTS 	<ul style="list-style-type: none"> · FAMILY ACADEMIC NIGHTS
EVALUATION & MONITORING	<ul style="list-style-type: none"> · INFORMAL / FORMAL OBSERVATIONS · LESSON PLAN FEEDBACK · TRIANGULATION OF DATA TO IDENTIFY CAUSES OF STUDENT FAILURE (FAILURE REPORT, DISCIPLINE, ATTENDANCE) · WEEKLY DEPARTMENT MEETING · FAILURE MEETING (EVERY 3 WEEKS) · CAMPUS LEADERSHIP MEETINGS (CLT) · DISTRICT LEADERSHIP MEETINGS (DLT) 	<ul style="list-style-type: none"> · INFORMAL / FORMAL OBSERVATIONS · LESSON PLANS FEEDBACK · TRIANGULATION OF DATA TO IDENTIFY CAUSES OF STUDENT FAILURE (FAILURE REPORT, DISCIPLINE, ATTENDANCE) · WEEKLY DEPARTMENT MEETING · FAILURE MEETING (EVERY 3 WEEKS) · CAMPUS LEADERSHIP MEETINGS (CLT) · DISTRICT LEADERSHIP MEETINGS (DLT)

CHOICES- ALTERNATIVE LEARNING ENVIRONMENT

Alternative Learning Environment (ALE) Choices is a program available for all students who meet two or more of the at-risk- characteristics as defined by the program. It is also an intervention program that seeks to aid students who have been unsuccessful in the traditional school setting. Discipline is handled on site with an administrator following the ALE Handbook/Osceola School District Handbook. All students are treated as valuable individuals with the goal to help the student become successful.

The ALE program, in cooperation with the home community, will provide the opportunity and encouragement for each student to meet his/her educational needs. We will make available to our students the tools necessary to achieve the highest levels of success in current and future challenges, both in academics and life. We will accept each of our students as a unique individual and encourage them toward the development of social, emotional, and civic accountability, enabling each to contribute positively to society. **CHOICES Director-Charles Webster**

GIFTED AND TALENTED EDUCATION

The Osceola Public Schools' Gifted and Talented Program is committed to enhancing the learning experience of each gifted child through a differentiated educational program. All kindergarten through grade 2 students in the Osceola School District receive thirty or more minutes of enrichment each week. Students are identified as gifted beginning at the 3rd grade. Students in grades 3-5 receive 150 minutes of instruction each week. Pre-AP and AP are the gifted option for students identified in the gifted program for grades 5-12. Each teacher is trained in the specific content area and documentation of differentiation practices are accumulated throughout the school year.

GT Coordinator-Pam Smith

CAREER AND TECHNICAL EDUCATION

Osceola School District's Career and Technical Education department connects students to academics and training that will help them be successful in the future. The Osceola School District's CTE programs are aligned with rigorous industry and academic standards. Teachers participate in meaningful professional development on curricula and instruction, standards and assessment, and academic integration. Program partnerships and advisories communicate a vision with business/industry partners while meeting the demands of an ever changing economy.

Current Programs of Study

Computer Int. Manufacturing/ Pre-Engineering
Accounting
Business Finance
Business Management
Agricultural Power, Structural and Technical
JROTC

Additional CTE Electives

Jobs for Arkansas Graduates (JAG)

Career and Technical Education Coordinator: Shantele Raper

TECHNOLOGY

The Osceola School District is dedicated to providing advanced technology to our students and teachers. Each building in the district is connected via fiber with gigabit speeds internally. This connection allows the district to take advantage of the 60 megabytes of bandwidth which is shared throughout the district. All computers have been updated to Window 7 and Office 2010.

Students in grades K -12th grade have access to Chromebooks and/or tablets. Each building has multiple computer labs available along with classroom student computers. The Official Osceola School District Facebook page, school website: www.osd1.org, and School Messenger program are also successful as communication tools and public relations information. **Christie Morris-Technology Director**

OSCEOLA SCHOOL DISTRICT PLAN FOR SPECIAL EDUCATION

The Osceola School District has a district special education program plan which is designed to provide parents and community members with information about the special education programs and staff. The plan reflects the challenging, Arkansas State Education Department standards requiring all students, including students with special needs, to demonstrate a higher level of knowledge and skills than was required in the past. **LEA Supervisor- Veronica Gavin**

PARENT INVOLVEMENT

The Osceola School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. Parents will receive information in the form of Family Informational Packets sent home at Open House, school newsletters, newspaper announcements and parent tips, and through the district website. The STAMP committee meets regularly for parental involvement meetings. District Parent Facilitator: Audra High, **Parent Facilitators: Leslie Roller, Lana Carney, Tiffany Williams and Cyndy Henderson**

BOARD OF EDUCATION

School Board members are required to obtain six hours of training every calendar year in association with the Arkansas School Board Association.

Jacqueline Baker, President

Denise Williams

Michael Ephlin, Vice-president

Ollie Collins

Torian Bell, Secretary

Kristain Dedmon

James Baker

STATEMENT

The Osceola administration, faculty, and staff wish to thank parents, students, and patrons for their continued support of our school. We join with you in being proud of our school, its students, and their achievements.

Alfred Hogan, Superintendent

Dr. Toriano Green, Assistant Superintendent/Federal Programs

Pam Smith, North Principal

Stephanie Smithey, CSE Principal

Christel Smith, STEM Principal

Toshiba Pugh, High School Principal

Charlotte Brown, North Preschool Director

Christie Morris, Technology Director

Shantele Raper, Director of Curriculum

& Special Projects