



**Osceola School District**

**2021-2022**

**Strategic School Improvement Plan**

## **Mission**

The Osceola School District is committed to preparing **ALL** students with an **EQUAL** opportunity to be successful

## **Mission**

The Osceola School District is committed to providing an equal opportunity in its educational programs that assures each student of attaining the level of knowledge, skills, ideas, values, and attitudes necessary to achieve the greatest personal development possible.

## **Core Beliefs**

- Quality education through the Osceola School District is essential to the success of our community.
- All students deserve a quality education that is individualized to their needs.
- Commitment to communication and collaboration with community and family is integral to the success of our students.
- **Every student has the right to effective teachers and administrators, every day, every year.**
- Every student shall be provided a physically and emotionally safe environment that is conducive to learning.
- School pride, through extracurricular activities, is an essential component of our district.

## **What OSD is “tight” on:**

1. Educators work in collaborative teams and take collective responsibility for student learning rather than working in isolation.
2. Collaborative teams implement a guaranteed & viable curriculum, unit by unit.
3. Collaborative teams monitor student learning through an on-going assessment process that includes frequent, team-developed

common formative assessments.

4. Educators use the results of common assessments to:
  - a. Improve individual practice
  - b. Build the team's capacity to achieve its goals
  - c. Intervene/enrich on behalf of students
5. The school provides a systematic process for intervention and enrichment

## Literacy

### Goal Statement:

90% of all students will consistently show growth every quarter in the reading reporting categories key ideas and details and craft and structure by focusing on implementing a guaranteed and viable curriculum with fidelity, ensuring that each student is exposed to grade level work, planning for strong instruction, deepening student engagement with a commitment to high expectations for learning to make expected growth on the reading subtests of the local, state and National Assessments based on standard scores.

### Strategy(s):

### Grades K-2:

- Create a Master Schedule that aligns with collaboration, interventions, and advisory for all learners that will specifically target skill sets based on multiple data in rotations.
- Utilize a written curriculum map that aligns with the science of reading
- Provide classroom teachers with a strong, systematic and explicit phonemic awareness program
- Provide classroom teachers with a strong, systematic and explicit phonics programs
  - Programs should be aligned with the Science of Reading

- RED Flag - Without purchased programs, these components are likely missing. Few teachers have the ability to write their own programs for phonics and phonemic awareness.
- Screen all K-2 students for reading difficulties (Act 1268 dyslexia requirements)
  - Phonological and phonemic awareness
  - Sound symbol recognition
  - Alphabet knowledge
  - Decoding skills
  - Rapid naming
  - Encoding skills
- Ensure adequate time for literacy instruction
  - Suggested Literacy Instructional Block would include the following:
    - Phonological Awareness (10 minutes)
    - Phonics (30 minutes) (letter ID, decoding, handwriting, encoding)
    - Comprehension (40 minutes)
      - Read Aloud and Shared Reading
      - Oral Language
      - Vocabulary
    - Small Group Reading (60 minutes) Meet with skill-based groups every day to address foundational gaps and support core instruction; RF, L, RI, or RL standards are covered.
    - Writing (30 minutes)
- Develop intervention plans for students identified at risk for reading difficulties
  - Administer diagnostic assessments to determine specific skill deficits
  - Provide evidence-based interventions through a multi-tiered system of support (RTI)
  - Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support
- Implement Professional Learning Communities (PLC's) to allow teachers to commit to co-laboring in a collective inquiry and action research to ensure that there is evidence of students learning in a safe, positive, and orderly environment.

- Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, vocabulary, writing, speaking and listening
- Utilize texts to build students' background and topical knowledge in each content area

#### Grades 3-6:

- Create a Master Schedule that aligns with collaboration, interventions, and advisory for all learners that will specifically target skill sets based on multiple data in rotations.
- Utilize a written curriculum map that is aligned to the Science of Reading
- Screen all 3-6 struggling readers for reading difficulties (Act 1268 dyslexia requirements)
  - Phonological and phonemic awareness
  - Sound symbol recognition
  - Alphabet knowledge
  - Decoding skills
  - Rapid naming
  - Encoding skills
- Ensure adequate time for literacy instruction
  - Suggested Literacy Instructional Block would include the following:
    - Grades 3-6: Self-contained classroom setting
      - Word Study (20 minutes) - (basis in morphology) - language and reading foundational standards are covered (Bottom of Scarborough's Rope)
      - Comprehension, Unit-Based (40 minutes) RL, RI, L Standards are covered (Top of Scarborough's Rope)
      - Small Group Reading (30 minutes) Meet with skill-based groups every day to address foundational gaps and support core instruction; RF, L, RI, or RL standards are covered.
      - Writing (35 minutes)
      - Handwriting (cursive - 3rd grade - 10 minutes)
    - Grades 3-6: Departmentalized setting

- Word Study (20 minutes) - (basis in morphology)
- Comprehension, Unit-Based (40 minutes)
- Writing (30 minutes)
  - In this example, remediation time is not included and would need to be built into the schedule
- Develop intervention plans for students identified at risk for reading difficulties
  - Develop a decision-making tree to determine appropriate support for struggling learners
    - Diagnostic Decision Tree for Reading [Link](#)
  - Administer diagnostic assessments to determine specific skill deficits
  - Provide evidence-based interventions through a multi-tiered system of support (RTI)
  - Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support
- Implement Professional Learning Communities (PLC's) to allow teachers to commit to co-laboring in a collective inquiry and action research to ensure that there is evidence of students learning in a safe, positive, and orderly environment.
- Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, writing, speaking and listening
  - Utilize texts to build students' background and topical knowledge in each content area
  - Students should be reading grade-level texts in all content areas throughout each school day
  - Use robust domain-specific vocabulary
- Create an environment that fosters curiosity and learning through collaborative communication

### **Grades 7-8:**

- Create a Master Schedule that aligns with collaboration, interventions, and advisory for all learners that will specifically target skill sets based on multiple data.
- Reading Instruction will focus shifts from foundational reading with an emphasis on phonemic awareness and

phonics to morphology and etymology.

- Utilize a written curriculum map that aligns to the Science of Reading:
  - Advanced phonics, morphology, etymology structure of the English language
  - Utilize grade-appropriate text
- Screen all 7-8 struggling readers for reading difficulties (Act 1268 dyslexia requirements)
  - Phonological and phonemic awareness
  - Sound symbol recognition
  - Alphabet knowledge
  - Decoding skills
  - Rapid naming
  - Encoding skills
- Offer an evidenced - based Strategic Reading course and/or Intervention program for students identified as struggling readers
- Ensure students are reading grade-level texts (e.g., articles, excerpts, books) in all content areas multiple times each week:
  - Use robust domain-specific vocabulary development
  - Utilize grade-appropriate text
- Create an environment that fosters curiosity and learning through collaborative communication.
- Implement Professional Learning Communities (PLC's) to allow teachers to commit to co-laboring in a collective inquiry and action research to ensure that there is evidence of students learning in a safe, positive, and orderly environment.
- Develop a process for content-area teachers to advocate for struggling readers (e.g., building contact for literacy support, student intervention team)
- Develop a decision-making tree to determine appropriate support for struggling learners

### **Grades 9 - 12:**

- Utilize a written curriculum map that aligns to the Science of Reading

- Morphology, etymology, structure of the English language
- Utilize grade-appropriate text
- Offer Critical Reading I and II
  - Utilize an evidence-based intervention program taught by a highly-skilled reading teacher
  - Monitor student progress
  - Ensure class size is conducive to the needs of struggling readers
  - Implement a positive behavior intervention support (PBIS) plan to support quality instruction
- Offer Academic Reading for students receiving dyslexia services for credit:
- Ensure students are reading grade-level texts (e.g. articles, excerpts, books) in all content areas multiple times each week:
  - Use robust domain-specific vocabulary development
  - Utilize grade-appropriate text
- Create an environment that fosters curiosity and learning through collaborative communication
- Implement Professional Learning Communities (PLC's) to allow teachers to commit to co-laboring in a collective inquiry and action research to ensure that there is evidence of students learning in a safe, positive, and orderly environment.
- Create a Master Schedule that aligns with collaboration, interventions, and advisory for all learners that will specifically target skill sets based on multiple data.
- Develop a process for content-area teachers to advocate for struggling readers (e.g. building contact for literacy support, student intervention team)
- Develop a decision-making tree to determine appropriate support for struggling learners

**What data will be collected and monitored quarterly to ensure the fidelity of the evidence-based initiative, intervention or strategy?**

The measures listed below will be completed by July 30, 2022 - adjustments will be made based on students' needs and/or



with review prior to upcoming quarters and/or semesters. The DLT will monitor, analyze and disaggregate data on a monthly basis in DLT meetings as data is collected.

**Measure:**

- I-Ready Reading data for grades K - 10th ( three times a year during the mandated windows)
- DIBELS K-4
- Pre and Post Screening data from programs related to SoR
- ACT pre-assessment / ACT data
- Observations and Feedback / Coaching from Leaders
- Intervention
- Teacher made Common Formative Assessments (CFA's)
- Unit Assessments
- Special Services is implementing and monitoring growth based on IEP's and via Reading intervention

**What are the expected improvements or gains by implementing this evidenced-based initiative, intervention or strategy? (Include resources and expected effect size)**

**Expected Improvements or Gains:**

- If we provide teachers with a guaranteed and viable curriculum, support teachers to provide “good first teaching”, model effective PLC's and provide extensive professional development; then, we can strengthen instructional practices, and build capacity; thus, increasing student achievement.
- If we provide students with a guaranteed and viable curriculum and effective teaching by looking at evidence of student learning; then, student's growth, as measured by IReady benchmarks, will be increased through the use of

intervention programs with fidelity.

## **Math**

### **Goal Statement:**

90% of all students will consistently show growth every quarter in the Math reporting categories Justification and Explanation and Depth of Knowledge (DOK levels 2, 3, & 4) by focusing on implementing a guaranteed and viable curriculum with fidelity, ensuring that each student is exposed to grade level work, planning for strong instruction, deepening student engagement with a commitment to high expectations for learning.

### **Strategy(s):**

- Implement a unified approach to structuring math units with essential standards to ensure that students receive effective math instruction on grade level.
- Create a Master Schedule that aligns with collaboration, interventions, and advisory for all learners that will specifically target skill sets based on multiple data
- Utilize a guaranteed and viable curriculum and math resources to assist in instructional support in unpacking standards.
- Implement a school-wide approach to Math content using an evidenced- based intervention program to support RTI.
- Utilize educational consultants to provide support to teachers and leaders via extended PLT's based on data from IReady, ACT Aspire, CFA's, and observations on the delivery of instruction in an effort to increase teacher capacity in math content with emphasis on the major clusters in Math such as Algebra, Equations and Expressions, and Ratios and Proportional Relationships, Functions, and Geometry.

- Create an environment that fosters curiosity and learning through collaborative communication.
- Implement Professional Learning Communities (PLC's) to allow teachers to commit to co-laboring in a collective inquiry and action research to ensure that there is evidence of students learning in a safe, positive, and orderly environment.
- Develop a process for content-area teachers to advocate for struggling learners (e.g. building contact for math support, student intervention team).

**What data will be collected and monitored quarterly to ensure the fidelity of the evidenced-based initiative, intervention, or strategy?**

The measures listed below will be completed by July 30, 2022 - adjustments will be made based on students' needs and/or with review prior to upcoming quarters and/or semesters. The DLT will monitor, analyze and disaggregate data on a monthly basis in DLT meetings as data is collected.

**Measure:**

- IReady Math data for grades K- 8th ( three times a year during the mandated windows)
- Intervention Program
- Teacher made Common Formative Assessments (CFA's)
- Special Services is implementing and monitoring growth based on IEP's and via Math intervention

**What are the expected improvements or gains by implementing this evidenced-based initiative, intervention, or strategy?**

- If we provide teachers with a guaranteed and viable curriculum, support teachers to provide “good first teaching”, model effective PLC's and provide extensive professional development (communities); then, we can strengthen instructional practices by using a unified format for teaching math, building capacity; thus, increasing student achievement.

- If we provide students with a guaranteed and viable curriculum and effective teaching by looking at evidence of student learning; then, student's growth, as measured by IReady and ACT Aspire assessments, will be increased through the use of a school-wide intervention program with fidelity.

## Science

### Goal Statement:

90% of all students will consistently show growth every quarter in the Science reporting categories Interpretation of Data, Evaluations of Models, and Scientific Investigation by focusing on implementing a guaranteed and viable curriculum with fidelity, ensuring that each student is exposed to grade level work, planning for strong instruction, deepening student engagement with a commitment to high expectations for learning.

### Strategy(s):

- Implement a guaranteed and viable curriculum to provide instruction through units ● Utilize an evidence-based program for intervention.
- Utilize the Science Lab to provide hands-on learning for students.
- Create an environment that fosters curiosity and learning through collaborative communication.
- Implement Professional Learning Communities (PLC's) to allow teachers to commit to co-laboring in a collective inquiry and action research to ensure that there is evidence of students learning in a safe, positive, and orderly environment.
- Develop a process for content-area teachers to advocate for struggling learners (e.g. building contact for math support, student intervention team).
- Create a Master Schedule that aligns with collaboration, interventions, and advisory for all learners that will specifically target skill sets based on multiple data.

**What data will be collected and monitored quarterly to ensure the fidelity of the evidenced-based initiative, intervention, or strategy?**

The measures listed below will be completed by July 30, 2022 - adjustments will be made based on students' needs and/or with review prior to upcoming quarters and/or semesters. The DLT will monitor, analyze and disaggregate data on a monthly basis in DLT meetings as data is collected.

**Measure:**

- Intervention Program
- ACT Aspire Interim Assessments ( two to times a year)
- Teacher made Common Formative Assessments (CFA's)

**What are the expected improvements or gains by implementing this evidenced-based initiative, intervention, or strategy?**

- If we provide teachers with a guaranteed and viable curriculum, support teachers to provide “good first teaching”, model effective PLC’s and provide extensive professional development (communities); then, we can strengthen instructional practices by using a unified format for teaching science, building capacity; thus, increasing student achievement.
- If we provide students with a guaranteed and viable curriculum and effective teaching by looking at evidence of student learning; then, student’s growth, as measured by CFA’s and ACT Aspire assessments, will be increased through the use of a school-wide intervention program with fidelity.

# Culture

## Goal Statement:

**Student culture:** The goal for Osceola School District is to maintain a culture that allows students to grow in social emotional intelligence by decreasing student referrals every quarter through the use of Positive Behavioral Interventions and Supports (PBIS) and an SEL program.

**Adult Culture:** The goal for OSD is to grow collaboratively to sustain a culture for learning.

## Strategy(s):

- Create a Master Schedule that aligns with Advisory for all learners that will specifically target skill sets based on multiple data to enhance Social Emotional Learning (SEL).
- Implement a school-wide evidenced-based program designed to establish a social culture along with behavior support to improve social, emotional, behavioral, and academic outcomes for each student.
- Implement Professional Learning Communities (PLC's) to allow teachers to commit to co-laboring in a collective inquiry and action research to ensure that there is evidence of students learning in a safe, positive, and orderly environment.
- Provide support via the Student Support and/or behavior support staff and/or team, and outside counseling agencies to ensure that needs are being addressed to help eliminate and/or prevent barriers for learning to occur.

**What data will be collected and monitored quarterly to ensure the fidelity of the evidenced-based initiative, intervention, or strategy?**

The measures listed below will be completed by July 30, 2022 - adjustments will be made based on students' needs and/or with review prior to upcoming quarters and/or semesters. The DLT will monitor, analyze and disaggregate data on a

monthly basis in DLT meetings as data is collected.

**Measure:**

- Data from teacher observations and feedback will be utilized in providing job embedded professional development based on trends.
- Data from the PBIS coordinator and team will be utilized to determine other supports needed to boost a culture and climate for positive behavior change and learning to occur.
- Data from common formative assessments (CFA's) will be used to show evidence of learning per grade level and/or content.

**What are the expected improvements or gains by implementing this evidence-based initiative, intervention, or strategy?**

- If we create an atmosphere that is positive, safe, and meets students' social emotional intelligence needs; then, students will be able to learn academically.
- If we create an atmosphere that allows teachers to commit to co-laboring in collective inquiry and action research; then, the teacher will become more effective with instruction so that there is evidence of student learning.





