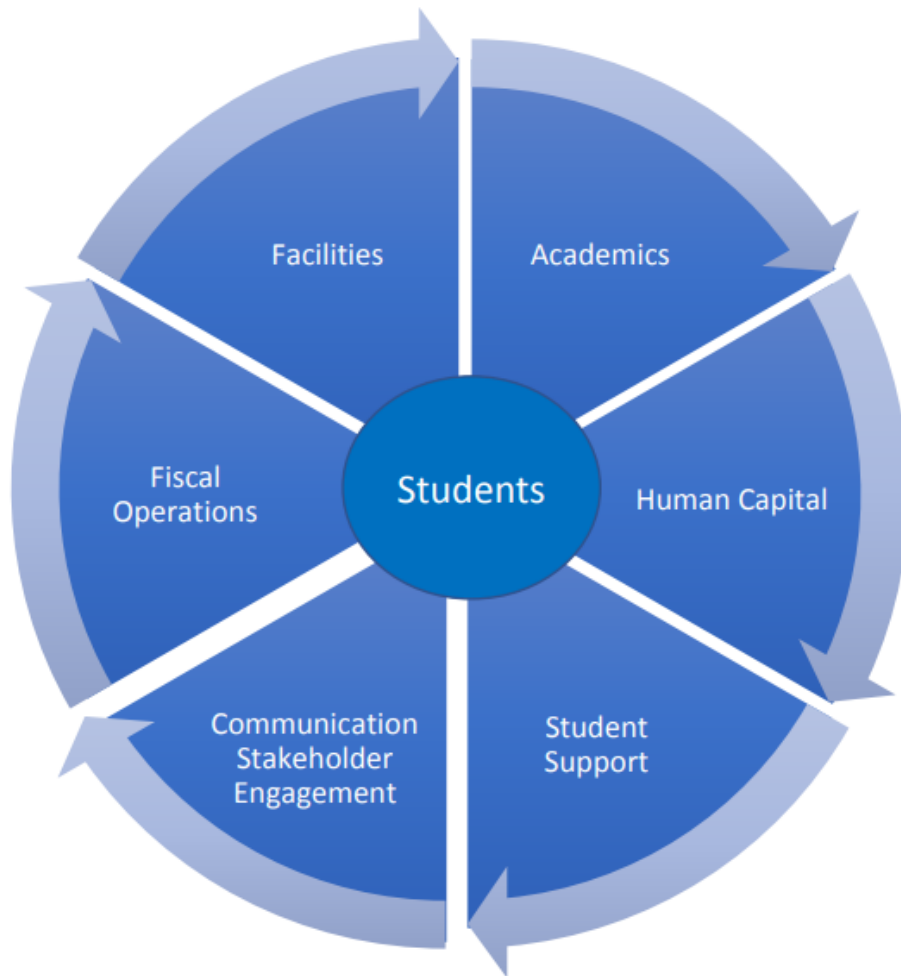




Osceola School District
2018-2019
School Improvement Plan

Approved 4/12/18



Osceola School District has implemented a district wide comprehensive support system to support the goals of Every Student Succeeds Act (ESSA).

The district will provide support for student growth based on six district facets:

1. Academics,
2. Human Capital,
3. Student Support,
4. Communication Stakeholder Engagement,
5. Fiscal Operations and
6. Facilities.

Osceola School District will engage in continuous cycles of inquiry and improvement to identify and address needs within each system to ensure ongoing support is provided for student success.

Our goal is to support each school in order to close the achievement gaps within our district and across schools to further support each student's readiness for *college, career, and community* engagement.

District Level Supports to Schools

Academics

Osceola School District strives to ensure a systemic approach to our evidence based practices and academic programs by:

- Facilitating a district wide K-12 curriculum of Eureka Math and Engage NY ELA.
- Providing building transitional support from Generation Ready.
- Utilizing consistent intervention programs across campuses.
- Implementing a long term and ongoing professional development plan for Eureka Math.
 - Foundational
 - Spring 2018 - Eureka Math Launch
 - Fall 2018 - Preparation and Customization
 - Winter 2018 - Focus on Fluency
 - Sustaining
 - Interactive Digital Curriculum - The Eureka Navigator is a complete PreK-12 curriculum and professional development platform, which includes embedded PD videos demonstrating key instructional practices.
 - On-Demand PD Videos - The Teach Eureka Video Series contains 18 one-hour professional development sessions for each grade (PK-12) organized sequentially by module.
 - Generation Ready and Academic Coach support.
- Implementing a long term and ongoing plan of Pre K -12th Grade Science of Reading approved best practices professional development for the Fall of 2018 with follow-up days.
 - Pre-K - Early Literacy Learning in Arkansas (ELLA), K-2nd -Language Essentials for Teachers of Reading and Spelling (LETRS)
 - 3rd-6th- Reading Initiative for Student Excellence (RISE)
 - 7th -12th- Arkansas IDEAS Science of Reading Learning Path and
 - K-12 SPED- Reading Initiative for Student Excellence (RISE)
- Utilizing a district wide Science Academic Coach to transition grade levels to Next Generation Science expectations.
- Providing a K-10 assessment option of NWEA MAP to ensure consistency in data analysis.

District Level Supports to Schools

Human Capital

Osceola School District takes a proactive approach to support evidence based practices.

Professional Development is provided by the Crowley's Ridge Educational Coop, Generation Ready consultants and district/school instructional leaders. Program specific training is provided for Eureka Math and the Science of reading as outlined within our Academic System.

All principals have been trained in Teacher Excellence and Support System (TESS) to ensure teachers are provided with an appropriate and beneficial evaluation which is conducive to their growth as a teacher. The district provides a supplemental resource for video observations from Bloomboard to support teacher growth.

The district engages in rigorous teacher recruitment which includes sign on bonuses for teacher shortage areas. Each school within our district has fully trained and qualified academic coaches. All schools utilize their support staff, including para-professionals to increase student performance.

A technology team member is assigned to each school to ensure minimal disruptions in the use of technology.

Osceola School District has maintained a protocol of meetings to ensure time is valued.

District representatives, principals, academic coaches and external providers meet quarterly in a tiered **Math and Literacy Meetings**. Our schedule of North & CSE-12:00-1:00 pm, CSE & STEM-1:00-2:00 pm & STEM & OHS- 2:00-3:00 pm provides for appropriate grade level conversations. Discussions include topics such as, data analysis, best practices being implemented, student work review, and academic program reviews.

Monthly **Administration Meetings** and **District Leadership** meetings take place to review upcoming deadlines, Superintendent messages, protocols and school level needs.

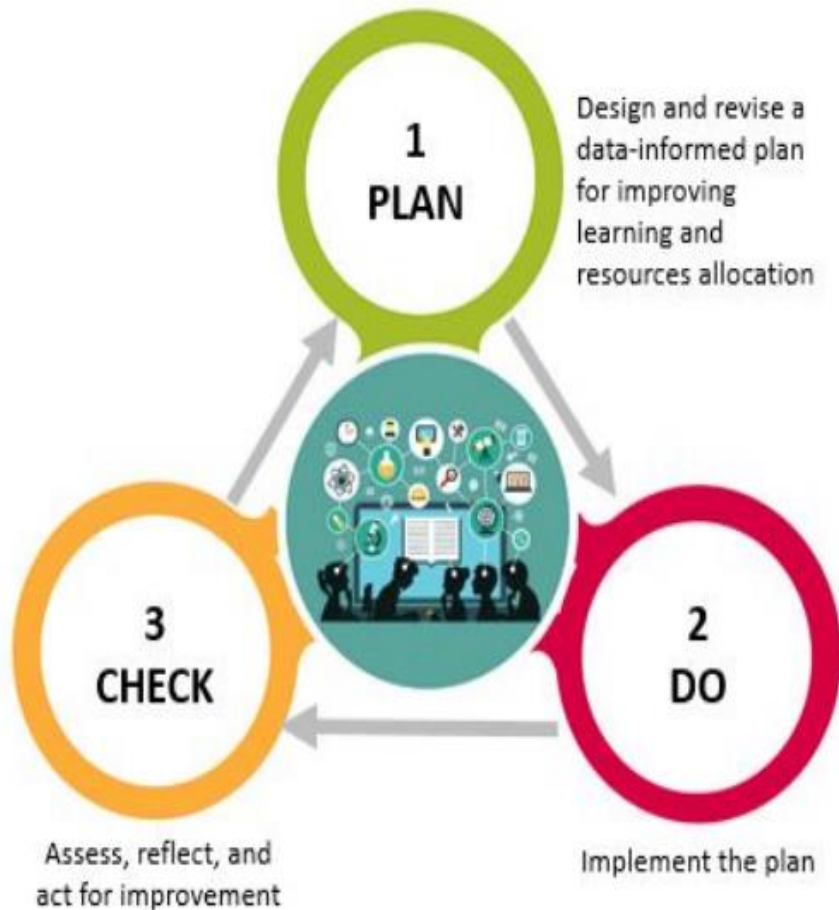
Campus Level meetings and Professional Learning Community (PLC) meetings are scheduled at the school level.

Student Support

Student supports beyond academics are provided at each school. Vision and hearing tests are provided by our school nurses. Counseling support is provided through Families Inc. and Life Strategies. Behavior Interventionist, School Counselors, and Parent Liaisons are in place to promote student support factors beyond academics, such as attendance and student engagement. Student well-being programs are evident throughout the district such as, food pantries, internet safety, healthy eating, physical activity/athletics, community service opportunities. School Resource Officers support each school for a safe environment.

District Level Supports to Schools

<p>Stakeholder Communication and Parent Engagement</p>	<p>In collaboration with all schools, Osceola School District has a district wide vision and mission to share with all stakeholders and parents. This commitment bonds the entire district and community in a shared vision.</p> <p>Osceola School District works with parents and stakeholders to develop a Parent & Family Engagement Plan. The parent plan includes engaging events with an emphasis on literacy, math, safety, bullying, health & mental health issues. Parents and stakeholders are invited to will an Annual Meeting in the Spring to update the Title I, Part A Program policies and evaluate the plan's implementation. During this time, parents can provide suggestions for needed parental resources and activities.</p> <p>The Annual Report to the Public is held each fall in which each school is invited to share their current status and goals. During this meeting, the district reports Annual Accreditation Status, information on Federal and State programs, updates on Gifted and Talented education, updates on Career and Technical Education, and plan for Special Education.</p>
<p>Fiscal Operations</p>	<p>Osceola School District supports each school in coordination of funds to ensure resources are focused on areas of greatest need. The district works as a collaborative unit by starting with the end in mind. District and school leaders determine our student goals and ensure all fiscal supports are directed towards those goals. The district uses a process for schools to determine their needs and where they want to utilize their school funds to realize a student performance return on investment.</p>
<p>Facilities and Transportation</p>	<p>The safety and comfort of our students is of the utmost importance to Osceola School District.</p> <p>Osceola School District provides facilities setup to be conducive to learning. A new modern heating and air conditioning systems is provided which monitors the carbon dioxide levels and the humidity levels in each classroom for a more safe and comfortable atmosphere conducive to learning.</p> <p>Classrooms are equipped with student work tables or desks based on the needs of the students. Students have ample access to technology, manipulatives and hands-on labs.</p> <p>Osceola School District possesses a modern fleet of busses equipped with air conditioning and a camera system for each bus.</p> <p>Transportation is provided for summer school and after school tutoring. Transportation is provided for field trips and enrichment opportunities contributing to the academic learning.</p>



Each school within Osceola School District engaged in collaborative discussion and analysis of current programs to develop school-level improvement plans that follow a continuous cycle of inquiry:

PLAN

- Establish goals or anticipated outcomes based on an analysis of students' needs.
- Identify evidence-based interventions and practices to be implemented.
- Describe the professional learning necessary for adults to deliver the interventions and practices.

DO

Describe the implementation timeline for monitoring of the interventions and practices for effectiveness.

CHECK

Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness.

**North Elementary School
Principal: Sandra Landry
Pre-K to Kindergarten
1230 West Semmes
Osceola, AR 72370
870-563-1155**

North Elementary School



Goals or anticipated outcomes based on an analysis of students' needs.

Evidence-based interventions and practices to be implemented.

Professional development necessary for adults to deliver interventions or practices.

Implementation timeline for monitoring of the interventions and practices for effectiveness.

Timeline and procedure for evaluating the interventions and practices.

Math

50% of students will be above or at grade level by the end of the year as evidenced by the MAP assessment.

CORE INSTRUCTION:
Eureka Math will be utilized for core instruction.

SUPPLEMENTAL:
Classroom labs to address specific learning standards.

Eureka Math training (PK-K) teachers will learn to customize a lessons and a modules to meet the needs of all students.

Crowley's Ridge Cooperative will provide math training as needed.

Generation Ready consultant will provide training during PLCs on implementation of Eureka Math.

Classroom observations

MAP will be administered in the fall and winter to monitor student progress and make recommendations for remediation.

PLC- evaluation student work protocol is used to match student assignments to state standards. Teacher created assessments will be administered daily to assess student learning.

MAP will be administered in the spring to evaluation the interventions and practices.

ELA

50 % of students will be at or above grade level by the end of the year as evidenced by MAP assessment.

CORE INSTRUCTION:

Phonics First, Writing Workshop, Read alouds, Dr. Michael Heggerty-phonemic awareness, Levelized readers

SUPPLEMENTAL: paraprofessionals will work with targeted students to increase student's acquisition of reading skills.

Purchase of programs such as iRead to use in computer labs and tutoring as a supplement to the reading curriculum.

LETRS training-science -based LETRS addresses the structures of English language, the cognitive processes of learning to read, and the teaching practices proven to be most effective in preventing and remediating reading difficulties, including dyslexia

Generation Ready consultant will provide training during PLCs on implementation of literacy practices.

Principal/coach observations, PLC- evaluation of students' work matched with state standards DIBELS will be administered fall, winter, spring and use of progress monitoring will be used to evaluate achievement of targeted benchmark scores.

MAP will be administered in the fall and winter to monitor student progress and make recommendations for remediation.

MAP will be administered in the spring to evaluate the interventions and practices.

<p>Science (SQSS)</p>	<p>Expose 100 percent of students to increase knowledge base of science standards.</p>	<p>Theme based learning units Learning labs to provide enrichment and independent exploration of science standards.</p>	<p>PLC to connect science standards to classroom learning. Use of PLC to plan and implement student work protocol Science Coach will provide grade appropriate science activities and strategies.</p>	<p>Principal and academic coach observation Use of Student work protocol Teacher made assessments and products ongoing during the school year.</p>	<p>Student work protocol Long term goal will be evident on 3rd grade Aspire.</p>
<p>School Quality and Student Success (SQSS)</p>	<p><u>ATTENDANCE:</u> Increase student attendance by 5%</p>	<p>Provide incentives to encourage attendance. Provide information to parents/guardians on HAC use.</p>	<p>Provide staff with training in the HAC system.</p>	<p>Monitor student attendance with recognition of students attaining achievement goal quarterly. School Resource officer makes visits to homes to encourage parents to send students to school who are targeted for attendance.</p>	<p>School index student engagement score.</p>

Carroll Smith Elementary
Principal: Stefanie Smithey
1st – 4th Grade
500 Grandview
Osceola, AR 72370
870-563-2371

Carroll Smith Elementary



Goals or anticipated outcomes based on an analysis of students' needs.

Evidence-based interventions and practices to be implemented.

Professional development necessary for adults to deliver interventions or practices.

Implementation timeline for monitoring of the interventions and practices for effectiveness.

Timeline and procedure for evaluating the interventions and practices.

Math

1st & 2nd Grade MAP-

1st Grade:
Students scoring AVG to HIGH will increase from 41.67 to 45.0

2nd Grade:
Students scoring AVG to HIGH will increase from 45.7 to 49.0

CORE INSTRUCTION:

*Eureka Math 1st - 4th grades

* Fall of 2018 teachers will receive Eureka Math Preparation and Customization PD that will help them to gain a better understanding of the curriculum's teaching sequences and customize the lessons to meet the needs of our students.

*Generation Ready student work protocol is used to grade student assignments at the rigor of the state standards

*Daily evidence of best practices are identified during informal observations and walkthroughs

1st- 2nd Grade
Spring MAP testing administered to determine student growth

3rd-4th Grade
Yearly summative assessment: ACT Aspire

Math (continued)

	<p><u>3rd & 4th Grade ASPIRE</u> Will maintain a Value-Added Growth Score of Above 80. (Currently 82.1)</p> <p>Contribute to the overall weighted achievement score by increasing from 46.35 to 49.00</p>	<p>*CGI -1st-2nd grades *ECM -3rd-4th grades</p>	<p>*Teachers will receive PD from the Math Coach and External Providers during weekly PLC's</p> <p>*PD provided for those who have not attended training during summer of 2018 with follow-up days throughout 2018-2019</p>	<p>*MAP testing administered Fall, Winter, and Spring to all students to monitor effectiveness of instructional practices.</p> <p>*Daily evidence of best practices are identified during informal observations, walk-throughs, and informal observations</p>	<p><u>1st- 2nd Grade</u> Spring MAP testing administered to determine student growth</p> <p><u>3rd-4th Grade</u> Yearly summative assessment: ACT Aspire</p>
		<p><u>INTERVENTIONS:</u> Such as *Provide a full time math coach</p> <p>*Para professionals</p> <p>* Do the Math</p> <p>*Utilize RTI process in both core and intervention classes.</p>	<p>*PD provided by consultants</p> <p>*PD provided by academic coaches, consultants, Co-op Specialists</p> <p>*PD will be provided by academic coaches and outside consultants.</p>	<p>*Evidenced by forms such as the intervention tracking form on google.</p> <p>*Data form provided by Do the Math.</p>	<p><u>1st- 2nd Grade</u> *Spring MAP testing administered to determine student growth</p> <p><u>3rd-4th Grade</u> *Yearly summative assessment: ACT Aspire</p>

Math

(continued)

*Create class schedules with 90 minutes of math instruction daily that can include guided math instruction.

OTHER SUPPLEMENTAL SUPPORTS:

- Such as
- *Zearn
 - * EXTRA Math
 - *After school tutoring
 - *Summer School

*PD provided by academic coaches, grade level chairs, consultants, and/or principal.

*PD provided by academic coaches, grade level chairs, consultants, and/or principal.

*Evidenced by forms such as the intervention tracking form on google.

*Master Schedule and individual teacher schedules will reflect the instruction time, and observed through walkthroughs and observations.

ELA

(continued)

1st & 2nd Grade MAP-

1st Grade:
Students scoring
AVG to HIGH will
increase from 42.9
to 46.0

2nd Grade:
Students scoring
AVG to HIGH will
increase from 44.0
to 48.0

3rd & 4th Grade ASPIRE

Will maintain a
Value-Added
Growth Score of
Above 80.
(Currently 82.1)

Contribute to the
overall **weighted**
achievement
score by
increasing from
46.35 to 50.

CORE INSTRUCTION:

1st & 2nd Grade-

*CKLA

*LETRS

3rd & 4th Grade

*Engage New York

*RISE

*Utilize RTI process.

*Create class
schedules with 90
minutes of reading
instruction daily that
can include guided
reading instruction

*PD provided by
academic coaches,
grade level chairs,
consultants, and/or
principal.

*All K-2 teachers
will receive PD on
LETRS instruction
with follow-up from
Co-Op literacy
specialist.

*PD provided by
academic coaches,
grade level chairs,
consultants, and/or
principal.

*All 3-6 teachers
will receive RISE -
2 year program
instruction in district
follow-up during the
school year.

*All K-12 SPED
teachers will
receive RISE - 2
year program
instruction in district
with follow-up
during the school
year.

*DIBELS Winter
and Spring testing
administered to
determine student
growth.

*MAP Testing
administered *Fall,
Winter and Spring
to all students to
monitor practices.

*DIBELS Winter
and Spring testing
administered to
determine student
growth.

*MAP Testing
administered Fall,
Winter and Spring
to all students to
monitor practices.

*Evidenced by
intervention tracking
form on google.
*Master Schedule
and individual teacher
schedules will reflect
the instruction time,
and observed through
walkthroughs and
observations

1st- 2nd Grade

*Spring MAP
testing
administered to
determine student
growth.

3rd-4th Grade

*Yearly summative
assessment: ACT
Aspire

ELA

(continued)

INTERVENTIONS:

Such as
 *Provide a full time literacy coach
 *RTI
 *iREAD
 *WPP
 *System 44
 *DIBELS
 *MAP
 *ACT Aspire
 *Para professionals

Other Supplemental Supports:

*After school tutoring
 *Summer School

*1-4 and SPED teachers will receive PD from Co-op specialist, Consultants, Academic Coaches, and/or Principal

*PD provided by outside consultant

*PD provided by academic coach and grade level chairs

*PD provided by outside consultant

*PD provided by academic coach and grade level chairs

*PD provided by academic coaches, consultants, Co-op Specialists

*Student work protocol
 *Walk throughs Academic conversations, and google forms data

*Progress monitoring reports

*WPP reports

*Program monitoring reports

*Progress monitoring reports and fall, winter Benchmark Reports

1st- 2nd Grade

*Spring MAP testing administered to determine student growth.

3rd-4th Grade

*Yearly summative assessment: ACT Aspire

*DIBELS Spring Testing Benchmark Scores

<p style="text-align: center;">Science (SQSS)</p>	<p>Science Growth Current 59.70 Increase to 61% of 3rd & 4th grade students.</p> <p>Science Achievement 16.17 Increase to 25% of 3rd and 4th grade students.</p>	<p>Science Activities and or Labs Online Resources</p>	<p>Science Coach will provide training and strategies as needed for science activities.</p>	<p>Principal and academic coach observation</p> <p>Use of Student work protocol</p> <p>Teacher made assessments and products ongoing during the school year.</p>	<p>*Yearly summative assessment: ACT Aspire (3rd & 4th Grade)</p>
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<p style="text-align: center;">School Quality and Student Success (SQSS)</p>	<p><u>ATTENDANCE:</u> Increase student attendance by 5%</p>	<p>Provide incentives to encourage attendance.</p> <p>Promote parental use of HAC</p>	<p>Provide new staff with training in the TAC system.</p>	<p>*Monitor quarterly attendance with recognition of students who meet attendance goal.</p> <p>*School Resource officer makes visits to homes to encourage parents to send students to school who are targeted for attendance.</p> <p>*FINS - Families In Need of Services for support</p>	<p>School Quality and Student Success (SQSS) Index Score</p>
	<p>Increase <i>students reading at grade level</i> by 8%</p> <p>17.37 to 25% (3th & 4th grade students) *with a focus on students with disabilities.</p>	<p>Focused Intervention for struggling students such as: RTI, implementing reading best practices, A to Z, iRead, and System 44.</p>	<p>*Teachers will receive PD on the Science of Reading-LETRS with on-site training follow ups during the school year</p> <p>*Teachers will receive PD from the Literacy Coach and External Providers during weekly PLC's.</p>	<p>Weekly reports will provide data on student progress and will be shared during PLCs.</p>	<p>School Quality and Student Success (SQSS) Index Score</p>



Principal: Christel Smith
5th – 8th Grade
112 School Street
Osceola, AR 72370
870-563-2150

Osceola STEM Academy



Goals or anticipated outcomes based on an analysis of students' needs.

Evidence-based interventions and practices to be implemented.

Professional development necessary for adults to deliver interventions or practices.

Implementation timeline for monitoring of the interventions and practices for effectiveness.

Timeline and procedure for evaluating the interventions and practices.

Math

*Contribute to the overall **weighted achievement score** by increasing from 49.11 to 54.

*Will meet the **value added growth score** of 80 or above.
(Current Value Added: 79.61)

*OSA students will engage in rigorous, relevant and student-centered math learning experiences at grade level or higher.

*Eureka Math Training (CO-OP)

*OSA teachers will receive Eureka Math Preparation and Customization PD provided by Great Minds representative, which will focus on improving planning & pacing Fall 2018.

*Observe daily teaching practices and provide actionable feedback.

*Analyze Student Work Protocols through weekly PLC's

*Review Lesson Plans weekly & provide actionable feedback

*Administer Eureka Math Assessments throughout the year.

*Administer MAP in Winter & Spring to determine student progress.

*Yearly summative assessment: ACT Aspire

Math

(continued)

		<p>*Teach all State Math standards at grade level or above.</p>	<p>*Professional Development on DOK Levels</p> <p>*Professional development on curriculum and standard alignment.</p> <p>*Teachers will receive PD through PLCs, departmental meetings, & external consultants.</p>	<p>*Provide PD on deconstructing standards and curriculum.</p> <p>*Monitor assessments' DOK levels in teacher-made tests, mid-modules, and summative assessments.</p>	
		<p>*Implement a math program such as: Math 180</p>	<p>*Math 180 Professional Development</p>	<p>*Weekly Monitor students' progress throughout program check points</p> <p>*Provide actionable feedback of progress through academic conferences. (weekly)</p> <p>*Analyze Math 180 checkpoint student data (ongoing).</p>	<p>*Yearly summative assessment: ACT Aspire</p>
		<p>*Utilize RTI process in both core and intervention classes.</p>	<p>*RTI Professional Development</p>	<p>*Monitor RTI processes and documentations every month.</p>	

Math

(continued)

		<p><u>Core Instruction:</u> Eureka Math</p>	<p>Professional development on Progress Monitoring</p>	<p>*RTI team will meet monthly and analyze or adjust RTI data.</p> <p>*Monitor student progress weekly in PLC's through the Student Work Protocol process.</p>	
		<p><u>Software such as:</u> Khan Academy Zearn Math (5th only) Edulastic Learning Blades</p> <p><u>Math Supports:</u> *Math Coach *Math External Consultant *Math 180 Coach *Departmental Meeting *Eureka Math Facilitator *Co-op Math Specialist</p> <p><u>Supplemental Supports:</u> Such as *After school tutoring *Summer School</p>		<p>*Monitor students and teachers utilization of software and resources.</p> <p>*Review software usage every nine weeks.</p>	<p>*Yearly summative assessment: ACT Aspire</p>

ELA

<p>*Contribute to the overall weighted achievement score by increasing from 48 to 54</p> <p>* Will meet the value added growth score of 80 or above. (Current Value Added Growth Index: 79.61)</p>	<p><u>Core Instruction:</u> Engage NY Curriculum</p>	<p>* Teachers will receive PD on Engage NY Curriculum from Literacy Coach & external consultant.</p>	<p>* Provide PD prior to the start of the school year & ongoing throughout the year.</p> <p>* Review Lesson Plans weekly & provide actionable feedback</p> <p>*Review/Modify Engage NY Literacy modules every quarter.</p> <p>*Administer MAP in Winter & Spring to determine student progress.</p> <p>*Administer Engage NY Assessments throughout year.</p>	<p>*Yearly summative assessment: ACT Aspire</p>
	<p><u>INTERVENTION:</u> *Provide Read 180 Intervention for students 3 or more grades behind.</p>	<p>*Professional development for Read 180</p>	<p>*Monitor student progress throughout program checkpoints weekly *Provide actionable feedback of progress through academic conferences (weekly).</p>	<p>*Yearly summative assessment: ACT Aspire</p>

ELA

(continued)

				<p>*Analyze Read 180 checkpoint student data (ongoing)</p> <p>*Administer Read 180 reading inventory screener 3 times a year.</p>	
		<p>*Utilize RTI process in both core and intervention classes.</p>	<p>*RTI Professional Development</p>	<p>*Monitor student progress weekly in PLC's through the Student Work Protocol process. RTI team will meet monthly and analyze or adjust RTI data.</p> <p>*Weekly analysis of completed student work protocol.</p>	<p>*Yearly summative assessment: ACT Aspire</p>
		<p>*Implement protected Reading time daily.</p>	<p>* Collaborate with the CO-OP literacy specialist to provide reading foundation PD.</p> <p>* Will structure protected Reading time reading foundations skills and strategies.</p>	<p>* Provide PD prior to the start of the school year & ongoing throughout the year.</p> <p>*Administer a pre & post reading fundamental assessment quarterly.</p>	<p>*Yearly summative assessment: ACT Aspire</p>

ELA

(continued)

*Utilize reciprocal reading strategies

*Integrate reading fundamental skills across the curriculum

Software such as:

WPP Online
Eduastic
System 44
Learning Blades

Reading Supports:

*Literacy Coach
*Literacy External Consultant
*Read 180 Coach
*Departmental Meeting
*Co-op Literacy Specialist

Supplemental Supports such as:

*ReadWorks
*After school tutoring
*Summer School
*MSLI Initiatives

*Will collaborate with CO-OP literacy coordinator

*Teachers will receive PD through PLCs, departmental meetings, & external consultants.

*Observe Reciprocal Reading strategies in our weekly walkthrough.

*Review Lesson plans to ensure reading strategies are occurring.

*Administer DRP assessments quarterly.

*Review software usage every nine weeks.

Monitor students and teachers utilization of software and resources.

*Evaluate lesson plans weekly.

<p style="text-align: center;">Science (SQSS)</p>	<p>Science Growth Increase from 37.58% to 50% (Grades 5-8) Current: 37.58</p> <p>Science Achievement Achievement 17.21 Increase to 25%</p>	<p>*Integrate interventions into the science core classes.</p> <p>*Collaborates with the math department through our STEM initiative.</p> <p>*Explore Discovery and Phenomenal science through hands-on activities and experiences.</p> <p>Software Such as: Online Pearson Realize Text Learning Blade Edulastic</p>	<p>*Science coach will provide training on science strategies, protocol and interventions.</p> <p>*COOP will provide training on Science Phenomena.</p> <p>ASU Rural STEM will work closely with teachers and administrators to enhance science pedagogy.</p> <p>*Teachers will receive PD through PLCs, departmental meetings, & external consultants.</p> <p>*Receive Science Pedagogy PD from the ASU Delta STEM.</p>	<p>*Observe daily teaching practices and provide actionable feedback.</p> <p>*Observe daily teaching practices and provide actionable feedback.</p> <p>*Analyze Student Work Protocols through weekly PLC's</p> <p>*Winter and Spring Map Assessment</p> <p>*Review Lesson Plans weekly & provide actionable feedback</p> <p>*Weekly analysis of completed student work protocol.</p> <p>*Pearson Online mid and/or unit assessments (ongoing)</p>	<p>*Yearly summative assessment: ACT Aspire</p>
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<p style="text-align: center;">School Quality and Student Success (SQSS)</p>	<p style="text-align: center;"><u>ATTENDANCE</u></p> <p>Increase student engagement score (attendance rate) to 76%</p> <p>Current Score: 66.76</p>	<p>*Implement a student attendance incentive program.</p> <p>*Implement a PBIS Matrix.</p>	<p>*Communicate our new attendance incentive program to our staff, students, parents, and community.</p>	<p>*Prior to the start of the school year, we will convey this information.</p> <p>*Award students who miss 1 or less days within a nine week period.</p> <p>*Review students' attendance data every week.</p>	<p>School Quality and Student Success (SQSS) Index Score</p>
		<p>*Implement a teacher attendance incentive program.</p>	<p>*Communicate our new attendance incentive program to our staff, students, parents, and community.</p>	<p>*Review teachers' attendance data every week.</p>	
		<p>*Provide additional support for students with Chronic Absentees</p> <p>Resources: Local Newspaper School Messenger TAC HAC Student GPS</p>	<p>*Teachers will communicate/ interact with parents when students are absent.</p> <p>*Training provided by community based agencies on strategies to improve student attendance.</p>	<p>*Review Monthly Parent Communication Logs.</p> <p>*Attendance Clerk will communicate with juvenile authorities about truancy (FINS will be filed if needed).</p>	<p>School Quality and Student Success (SQSS) Index Score</p>

<p style="text-align: center;">READING AT GRADE LEVEL (SQSS)</p>	<p>*Increase students reading at grade level by 14%.</p> <p>Currently 16% on grade level</p>	<p>*Read 180/System 44 for struggling readers</p> <p>*Implement protected reading time daily</p> <p>*Incorporated reciprocal reading strategies in all courses.</p>	<p>*Professional development for Read 180</p> <p>*Collaborate with the CO-OP literacy specialist to provide reading foundation PD.</p>	<p>*Administer STAR test to determine reading grade level.</p> <p>*Monitor Read 180 checkpoint student growth data weekly.</p> <p>*Observe reciprocal reading strategies during daily walkthroughs.</p> <p>*Analyze walkthrough data weekly</p> <p>*Administer MAP Winter/Spring</p>	<p>School Quality and Student Success (SQSS) Index Score</p>
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Osceola High School
Principal: Tiffany Morgan
9th -12th Grade
2800 West Semmes
Osceola, AR 72370
870-563-2192

Osceola High School



Goals or anticipated outcomes based on an analysis of students' needs.

Evidence-based interventions and practices to be implemented.

Professional development necessary for adults to deliver interventions or practices.

Implementation timeline for monitoring of the interventions and practices for effectiveness.

Timeline and procedure for evaluating the interventions and practices.

Math

- Achieve and maintain a **value added growth score** of 80 or above.
 - Current score is 78.6
- Contribute to the overall **weighted achievement** score by increasing from 42.37 to 48.35.

Core Instruction:
Eureka Math

- As an extension of the Great Minds professional development that teachers received in the fall of 2017, in the fall of 2018 teachers will receive Eureka Math Preparation and Customization PD that will help them to gain a better understanding of the curriculum's teaching sequences and customize the lessons to better meet the needs of our students.

- Every three weeks academic data is reviewed to determine the effectiveness of teaching strategies
 - Daily evidence of best practices are identified during informal observations.
 - Lesson plans are reviewed weekly to ensure fidelity to the Eureka Math curriculum.
 - Mid-module and end-of-module assessments are analyzed.

- Yearly summative assessment: ACT Aspire

Math

(continued)

			<ul style="list-style-type: none"> • Teachers will receive PD from the Math Coach and External Providers during weekly PLCs. • Utilize the Teach Eureka Navigator which includes embedded video to demonstrate key instructional practices. 	<ul style="list-style-type: none"> • Generation Ready student work protocol is used to match student assignments to state standards. • Winter and Spring MAP testing is administered to determine student skill progress. 	
		<p><u>Core Instruction:</u> Virtual Arkansas</p>	<ul style="list-style-type: none"> • Facilitators receive training from Virtual Arkansas. • Math Coach provides PD in progress monitoring and intervention instruction. • Winter and Spring MAP testing is administered to determine student skill progress. 	<ul style="list-style-type: none"> • Every three weeks academic data is reviewed to determine the effectiveness of teaching strategies. • Daily evidence of best practices of classroom management are identified during informal observations. • Student progress is monitored weekly in collaboration with the Virtual Arkansas teacher of record. 	<ul style="list-style-type: none"> • Yearly summative assessment: ACT Aspire

Math (continued)

<h1>Math (continued)</h1>		<p><u>Interventions:</u> Focused Intervention for Algebra 1 readiness such as Math 180</p>	<ul style="list-style-type: none"> · Teachers will receive initial on-site training on using the program · Teachers will receive 4 on-site coaching days throughout the school year · Teachers will receive PD from the Math Coach and External Providers during weekly PLC's 	<ul style="list-style-type: none"> ● Weekly reports will provide data on student progress and will be shared during PLC's ● Winter and Spring MAP testing is administered to determine student skill progress 	<ul style="list-style-type: none"> ● Yearly summative assessment: ACT Aspire
		<p><u>Supplemental math supports:</u> *Provide a full time math coach * External Provider support from Generation Ready *Provide a full time Math Interventionist *Summer School *After School Tutoring</p>	<ul style="list-style-type: none"> ● Teachers and interventionists will receive PD from the Math Coach and External Providers during weekly PLC's 	<p>*Daily evidence of best practice teaching strategies and best practices of classroom management are identified during informal observations * Winter and Spring MAP testing is administered to determine student skill progress</p>	<ul style="list-style-type: none"> ● Yearly summative assessment: ACT Aspire

ELA

- Maintain a **value added growth score** of 80 or above
 - Current score is 81.4

Contribute to the overall **weighted achievement** score in *Reading* by increasing from 18.64 to 21.43

Contribute to the overall **weighted achievement** score in *English* by increasing from 36.16 to 36.54

Contribute to the overall **weighted achievement** score in *Writing* by increasing from 38.98 to 40.11

Core Instruction:

Engage NY Curriculum

- Teachers will receive PD from the Literacy Coach and External Providers during weekly PLC's
- On-going PD and support from creators of the Engage NY curriculum which include Generation Ready support people

Teachers will receive PD on the science of reading provided by co-op specialists or AR IDEAS

- Daily evidence of best practices are identified during informal observations
- Lesson plans are reviewed weekly to ensure fidelity to the Eureka Math curriculum
- Mid-module and end-of-module assessments are analyzed.
- Generation Ready student work protocol is used to match student assignments to state standards
- Winter and Spring MAP testing is administered to determine student skill progress

- Yearly summative assessment: ACT Aspire

ELA

(continued)

<h1>ELA</h1> <p>(continued)</p>		<p><u>Interventions:</u> Focused Intervention for struggling students such as Read 180 and System 44</p>	<p>Teachers will receive initial on-site training on using the program</p> <p>Teachers will receive 4 on-site coaching days throughout the school year</p> <p>Teachers will receive PD from the Literacy Coach and External Providers during weekly PLC's</p>	<ul style="list-style-type: none"> Weekly reports will provide data on student progress and will be shared during PLC's Winter and Spring MAP testing is administered to determine student skill progress 	<ul style="list-style-type: none"> Yearly summative assessment: ACT Aspire
		<p><u>Supplemental literacy supports:</u></p> <ul style="list-style-type: none"> Provide a full time literacy coach External Provider support from Generation Ready 	<ul style="list-style-type: none"> Teachers will receive PD from the Literacy Coach and External Providers during weekly PLC's 	<ul style="list-style-type: none"> Daily evidence of best practice teaching strategies and classroom management are identified during informal observations Winter and Spring MAP testing is administered to determine student skill progress 	<ul style="list-style-type: none"> Yearly summative assessment: ACT Aspire

<p style="text-align: center;">Science (SQSS)</p>	<p style="text-align: center;">Science Growth Increase from 38.03 to 50.00</p> <p style="text-align: center;">Science Achievement Current 12.00 Increase from 12.00 to 25.00</p>	<p><u>Supplemental Science supports:</u></p> <ul style="list-style-type: none"> • Science Coach • External Provider support such as Generation Ready, local co-op and ADE 	<p>Teachers will receive PD Science Coach and External Providers during weekly PLC's</p> <p>Local co-op will provide any needed PD</p>	<p>Daily evidence of best practice teaching strategies and best practices of classroom management are identified during informal observations.</p> <p>Lesson plans are reviewed weekly to ensure fidelity to Arkansas Science Standards</p> <p>Generation Ready student work protocol is used to match student assignments to state standards</p>	<p>Yearly summative assessment: ACT Aspire</p>
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<h1 style="text-align: center;">School Quality and Student Success (SQSS)</h1>	<p><u>ATTENDANCE:</u> Increase <i>student engagement</i> (attendance rate) by 11%.</p> <p>49.02% to 60% (9th, 10th & 11th grade students).</p>	<ul style="list-style-type: none"> • Monthly students attendance incentives • Implement ADE Attendance Works resources • School Messenger • HAC • Attendance letters 	<p>Review attendance data in PLC's every three weeks</p>	<p>Family In Need of Support (FINS) filed when applicable</p>	<p>School Quality and Student Success (SQSS) Index Score</p>
	<p>Increase <i>students reading at grade level</i> by 6%</p> <p>19.73% to 25% (9th & 10th grade students) *with a focus on students with disabilities.</p>	<p>Focused Intervention for struggling students such as Read 180 and System 44</p>	<p>Teachers will receive PD on the science of reading provided by co-op specialists or AR IDEAS.</p> <p>Teachers will receive initial on-site training on using the program and 4 on-site coaching days throughout the school year.</p> <p>Teachers will receive PD from the Literacy Coach and External Providers during weekly PLCs.</p>	<p>Weekly reports will provide data on student progress and will be shared during PLCs.</p>	<p>School Quality and Student Success (SQSS) Index Score</p>

School Quality and Student Success (SQSS)

Increase the number of students receiving **on-time credit** by 2%

78.18% to 80% (9th – 11th grade students)

- Student Success Plans (SSP)
- ALE
- Summer School
- Credit Recovery

Teachers will receive PD on SSPs and Smartcore requirements during fall PD from the school counselor and district administration

- Every three weeks academic data is reviewed to determine the effectiveness of teaching strategies
- Semester failure report
- EOY failure report

School Quality and Student Success (SQSS) Index Score

Increase the number of students with a **GPA** of 2.8+ by 9%

41.43% to 50% (12th grade students)

- After-school support
- Math 180
- Read 180
- Keystone (Grade 9)
- Career Readiness (Grade 10)

Teachers will receive initial on-site training on using the program
Teachers will receive 4 on-site coaching days throughout the school year

- Every three weeks academic data is reviewed to determine the effectiveness of teaching strategies

School Quality and Student Success (SQSS) Index Score

Increase the number of students attaining an **ACT composite** of 19 by 5%
18.57% to 23% (12th grade students)

- ACT Prep (University of Arkansas, Virtual Arkansas, Arkansas Northeastern College)
- Summer school

Teachers will receive PD on ACT resources to use during the school year and specifically for ACT bootcamp

Quarterly monitoring of student composites through student ACT web accounts

School Quality and Student Success (SQSS) Index Score

<h2>School Quality and Student Success (SQSS)</h2>	<p>Increase ACT Benchmark Readiness by 4</p> <p>11.43% to 15% (points accumulated by 12th grade students)</p>	<ul style="list-style-type: none"> • ACT Prep (University of Arkansas, Virtual Arkansas, Arkansas Northeastern College) • Summer school 	<p>Teachers will receive PD on ACT resources to use during the school year and specifically for ACT bootcamp</p>	<p>Quarterly monitoring of student composites through student ACT web accounts</p>	<p>School Quality and Student Success (SQSS) Index Score</p>
	<p>Increase AP/Concurrent credit score by 4</p> <p>31.43% to 35% (points accumulated by 12th grade students)</p>	<ul style="list-style-type: none"> • AP Bootcamp • AP practice exams • Nucor Squared • Access to Pre-AP courses (grades 5 - 10) • Student access to APEX AP prescriptive programs 	<ul style="list-style-type: none"> • College board AP training • Local co-op provides ongoing support • APEX PD 	<ul style="list-style-type: none"> • Mock AP exam scores • APEX reports • Lesson Plans • Approval of AP syllabi by college board • Every three weeks academic data is reviewed to determine the effectiveness of teaching strategies 	<p>School Quality and Student Success (SQSS) Index Score</p>

School Quality and Student Success (SQSS)	To implement a Computer Science program to include opportunities in CTE, math and/or science. To increase to 20% by 2018 – 2019 school year	Provide additional opportunities for students to gain a credit in Computer Science by offering courses such as: Flex credit for a 4th math or 3rd science and/or AP Computer Science Principles	Teachers will receive PD from the local co-op and/or College Board	*Approval of AP syllabi by college board *Every three weeks academic data is reviewed to determine the effectiveness of teaching strategies	School Quality and Student Success (SQSS) Index Score
	To implement a Community Service program to accurately report community service learning credits to increase from 0% to 30%.	Students can earn a credit by completing 75 hours of community service by the end of 12th grade	Teachers will receive PD from the district during fall PD	Annual review of student community service hour totals by the counselor and/or community liaison	School Quality and Student Success (SQSS) Index Score
Graduation Rate	Maintain a rate of 85% or above	<ul style="list-style-type: none"> • Student Success Plans (SSP) • ALE • Summer School • Credit Recovery 	Teachers will receive PD on SSPs and Smartcore requirements during fall PD from the school counselor and district administration	*Every three weeks academic data is reviewed to determine the effectiveness of teaching strategies. *Semester failure report *EOY failure report	School Quality and Student Success (SQSS) Index Score