Osceola Elementary School Mini SIP for 2019-20

Academic Section (4 Highest Priorities):
1. Increase Math lowest 25% from 56% to 59% in grades 4 and 5.
2. Increase ELA learning gains from 62% to 65% in grades 4 and 5.
3. Increase SWD science proficiency from 29% to 40%.
4. Increase SWD ELA learning gains lowest 25% from 35% to 40%.

Goal 1: **Increase math lowest 25% from 56% to 59% in grades 4 and 5**
Evidence-based Strategies: Observations, PLC conversations. classroom walkthroughs, teacher/ administrator data chats, Leadership team data analysis (Beginning of the year, following benchmark assessments, and at the end of the year).
Action Steps: CORE classrooms to receive additional instructional support (ELL, ESE) -Assistants strategically placed in rooms with area of need -Direct administration participation in PLC/Planning meetings with specific attention to high level math instruction. -Continual re-evaluation of CORE class sizes and flexible grouping strategies (using ELL/ESE and reading coach support) -Non-evaluative walk-throughs during math block to ensure fidelity of new supplemental materials with focused feedback -Item specification exposure during teacher modeling/student independent work. -Data chats throughout the year using FSA and Benchmark data

Goal 2: **Increase ELA learning gains from 62% to 65% in grades 4 and 5**
Evidence-based Strategies: Reading coach and administration will monitor usage of iReady/results from each diagnostic. Teacher/Administrator Data Chats will occur quarterly to discuss iReady progress and class performance on district benchmark assessments. The administrative team will assure ELL and ESE classrooms have sufficient support.
Action Steps: -Teachers provide intervention/small group instruction targeting area of weakness on FSA, district benchmark assessments, and iReady diagnostic testing. -Use of LAFS graphic organizers during core instruction. -Description -Use of vocabulary instruction activities – Recognize in context -Recognize our "handle with care" students scoring levels 1 and 2 -Continue monitoring 45 minutes of iReady instruction -Focus support (ESE and ELL) into classrooms with identified lowest 25% students

Goal 3: **Increase SWD (Students with Disabilities) science proficiency from 29% to 40%**
Evidence-based Strategies: Observations, PLC conversations, classroom walkthroughs, teacher/ administrator data chats, Leadership team data analysis (Beginning of the year, following benchmark assessments, and at the end of the year).
Action Steps: -Use of Discovery Education Videos -Vocabulary from the interactive glossary/Science word walls -Clear up misconceptions that students might have thought were true prior to the lesson -Reading passages from Discovery Education/ELAnews -Explorations and hands on activities from Discovery Education -Science homework targeting specific standard taught in class -Coding text – Test taking strategies -Hands on labs and exploration -Lead science teacher to share strategies and best teaching practices with team - peer observations

Goal 4: **Increase SWD ELA learning gains lowest 25% from 35% to 40%**
Evidence-based Strategies: Adherence to pacing recommendations in curriculum map, Non-evaluative walk-throughs during the year to provide feedback where needed, Reading coach modeling CORE instruction and co-teaching methods with CORE classroom teachers and ESE/ELL teachers.
Action Steps: Use of graphic organizers · Reader response writing – evidence · Adherence to pacing recommendations in curriculum map - Standard driven instruction · Reading coach modeling CORE instruction and co-teaching methods with CORE classroom teachers · Non-evaluative walk-throughs during the year to provide feedback where needed · Additional administrative involvement with teachers to assist students with transition to OES expectations · Weekly mentoring program will start for lowest quartile students during quarter 1. · More independent reading with differentiated incentives base on reading levels -Know the standard and teach to the standard -Small group differentiation