School District of Osceola County, FL

Osceola High School

2016-17 Schoolwide Improvement Plan

Osceola High School

420 S THACKER AVE, Kissimmee, FL 34741

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	B

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Osceola High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Osceola High School's Mission statement: Provide access to rigorous courses with interventions to support all students.

b. Provide the school's vision statement.

Osceola High School's Vision statement: Graduate all students career and college ready.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Osceola High School has been deemed an international high school since 1996. Osceola High School learns about students' cultures and builds relationships between its teachers and students by holding such functions as scholar nights, college and career nights, Kowboy Kick-Offs, and other teacher-student collaborative functions. We also have over 30 school sponsored clubs that help to create a welcoming environment to all students. Title III funds are used to support ELL students through the use of ELL paraprofessionals to work with Non-English Speaking Students and also Limited English Students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Osceola High School creates an environment where students feel safe and respected on campus by having such events as anti-bullying meetings, student to student buddy programs, etc. The faculty works diligently to create an environment that is all-encompassing and creates a feeling of community and inclusion.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Osceola High School employs Positive Behavioral Intervention and Supports (PBIS). PBIS at OHS centers on Kowboy PRIDE. PRIDE stands for Positive Attitude, Respect, Integrity, Determination, and Excellence. Students who display these traits will be recognized with Kowboy Cash. They will then be able to redeem this cash for a variety of items such as popcorn and ice cream, toys in our gift store that will be debuting in time for the holidays, and a variety of events such as kick-ball tournaments and field day type activities. It is important to note that PBIS at OHS is not simply a system of treats, rather it is designed to foster positive behavior by employing behavior shaping techniques pioneered by B. F. Skinner and Karen Pryor. The mission of PBIS at OHS is to be a positive intervention to support all students.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Osceola High School receives funds from the School District of Osceola County to support the Educational Alternative Outreach program. Services are coordinated with the districts Drop-Out

Prevention program. The funds are used to prevent at-risk students from dropping out of school and provide students with the opportunities to returning to an educational setting. In order to continue to help meet the social-emotional needs of our students, OHS offers a peer mediation program in which students must train for two years and take a course titled Peer Mediation before performing any student mediation. The program has been effective in minimizing student issues and has helped reduce the total amount of behavioral referrals.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The Early Warning System at Osceola High School consists of the following:

- Students with 10 or more days absent
- Three or more suspensions, whether in school or out of school
- Students with Course failure in math or language arts
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	80	113	111	104	408
One or more suspensions	0	0	0	0	0	0	0	0	0	61	57	64	48	230
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	103	85	68	16	272
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	186	303	301	123	913
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	68	99	77	34	278

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Osceola High School uses Title I funds to provide professional development and purchase supplemental instructional materials. Title I funds are used to supplement the school through the use of resource teachers/coaches to increase student achievement. We will engage parents and community stakeholders in partnerships to establish shared ownership of student success. To assist those students who are failing courses and not performing on statewide standardized test, we will intensify learning. Intensifying learning helps build high-achieving schools, which in turn are more likely to produce successful, high-achieving students. We will provide professional development to

ensure skilled teachers. We will ensure that our teachers are teaching to the standards. In order to assist students improve their academic performance OHS has developed a program called Lifting Academic Student Success for Opportunity (LASSO). This program provides additional time built in to the school schedule during the school day for students to complete assignments and provide tutoring. A one hour lunch is now available for students. During the first half hour of that lunch students have the option to obtain support from certified teachers as well as complete classwork. All students identyfied with needing assistance in reading work in the reading plus software program as well. To address those students who are not meeting our attendance expectations, the Early Truancy Intervention Team will explain to the student and parent that ill not acquire basic academic competencies unless they attend school regularly. That intervention can have a positive effect on students to prevent academic failure or to prevent criminal ideologies sometimes caused by repetitious contact with the juvenile justice system. We will also explain that enforcement of school attendance rules are subject to state law. To assist those students who have three or more suspensions, we will concentrate on strategies that will help in minimizing suspensions. Suspension is assigned only as a consequence for behavior that is both disruptive and detrimental to the operation of the school. To maximize objectivity, administrative team members are encouraged to discuss whether an incident meets the criteria for out of- school suspension and, if so, whether suspension or an alternative action would provide the appropriate resolution. We will address patterns of poor behavior among students who are at risk for suspension.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

OHS wants to get parents more involved with the happenings on campus. Title I funds has allowed for a parent liaison. A parent center has been developed on campus and will allow for more interaction with parents.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement,

along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

OHS will also enlist the assistance of our business partners. Our current business partners consists of the Orlando Solar Bears, Papa John's Pizza, The Omni Hotel at Championsgate, Park Inn, and many more.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Jones, Edward	Principal
Bryant, Bronsky	Assistant Principal
Jackson, Andrew	Assistant Principal
Remy, Christina	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

MTSS Academic -
Bronsky Bryant- Assistant Principal
Robert Walker - Learning Resource Specialist/MTSS Coach
Monica Cantrall - Math Coach
Vivian Conners - Literacy Coach
Maria I. Rodriguez - Science Coach
Esther Jimenez - ESOL LRS
Karen Glenn - RCS
Deysi Ortiz - Guidance Counselor
Patricia Lamasney - School Psychologist
Shea Lockamy - Speech Pathologist
Shaquana Morgan - Dean

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team collects and views data of the student population. Students have already moved to Tier 2 when they were placed in Intensive Reading and Intensive Math classes. The MTSS Leadership Team has created two groups, academic and behavior, in order to meet the requirements of the MTSS and CIMS and to further serve more students.

Title I, Part A
To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant
When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D
When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II
Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III
The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX
To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Herb Green	Parent
Lisa Jackzo	Parent
Christina Remy	Teacher
Rich Colainni	Parent
Rhonda Bulter	Parent
Lisa Green	Parent
Herb Green	Parent
Felisa Lewis	Parent
Kara Pierson	Parent
Cassandra Rivera	Parent
Kevin Lewis	Student
Antonio Rosario	Student
Adrienne Van Bremmel	Education Support Employee
Nichole Glover	Teacher
Alyssa Remy	Student
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

SAC will be introduced to our 2016-2017 SIP in the September meeting and will review and vote on the first stage in October. A review of last year's SAC will also occur during October's meeting.

b. Development of this school improvement plan

SAC is a team of people representing various segments of the community–parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The SAC members are able to make recommendations to the SIP. They also approve the SIP.

c. Preparation of the school's annual budget and plan

At the October 2015 meeting, the SAC will review the school improvement funds. Allocations will be determined for each SIP goal, which include professional development for teachers, and instructional materials.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Buses for college visits to UF, FSU, USF, FAU, FIU, and St. Leo $4,528.75
Site license for test preparation software $1,445.00
50" Television to display announcements in the cafeteria and mount $568.96
Popcorn, ice cream, and other incentives for PBIS $2,500

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Walker, Robert	Instructional Coach
Conners, Vivian	Instructional Coach
Bryant, Bronsky	Assistant Principal
Jackson, Andrew	Assistant Principal
Remy, Christina	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and an administrator. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team will promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/ or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. The major initiatives for the LLT are school wide sustain silent reading and Battle of the Books.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

OHS will encourage positive working relationships between teachers, including collaborative planning and instruction through Professional Learning Communities. We will develop a collaborative school culture. In collaborative school cultures, the underlying norms, values, beliefs, and assumptions reinforce and support high levels of collegiality, team work, and dialogue about problems of practice. In short, collaboration can affect the quality of teaching in urban settings by enriching the work of teachers. This will allow for more complex problem-solving and extensive sharing of craft knowledge, greater risk-taking and experimentation (because colleagues offer support and feedback), create teachers who are more likely to trust, value, and legitimize sharing expertise; seek advice; and help other teachers.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

New teachers are recruited by using the up to date software teacher match program. Strategies are being implemented to recruit and retain Highly qualified teachers through district professional development, endorsements, mentoring and collaboration with colleagues, and administration's assistance. Some of the strategies that we will use is provide a safe and orderly school environment with

active support for teachers on disciplinary issues, maintain a welcoming and respectful administrative approach toward all staff, the children, their parents and school visitors, provide materials and supplies to all teachers in a consistent, timely and inclusive manner. These are things that our teachers have stated are important.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Osceola High School's Teacher Mentoring program consists of a training and preparation a week before the beginning of the school year. Veteran teachers are assigned to mentor new incoming teachers. New teachers are encouraged to participate throughout the week. There are weekly meetings, classroom visits and immediate feedback is provided to help support new teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

During the summer of 2015, each content area hosted an academic seminar with the goal of creating a common lessons, assessments and scales. OHS also ensures its core instructional programs and materials are aligned to Florida's Standards during weekly PLC/common planning times. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study.
In addition, the administration supports outside professional development (A.P. trainings, AVID academy, ACT seminars and etc.).

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

OHS has implemented supplemental remediation programs (Think through Math, Reading Plus, LEXIA, Empower 3000) to support our intensive classes in addition to testing all of students with STAR (Reading), Osceola Writes (Writing), Baselines/EOQ's for Math and Science. These data points are complied by the classroom teachers along with the academic coaches. The academic coaches visit PLCs in order to support them in using the data to determine differentiation in the classroom. The academic coaches also bring this data to MTSS to further identify students who may needed intensified intervention in order to achieve academic success.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year: 7,800

OHS is looking to use additional SAI funds along with Title I funds to provide after school learning activities and professional development for the instructional staff. This will enable the teachers to meet the needs of their students in order to improve students' reading proficiency.

Strategy Rationale

This will enable the teachers to meet the needs of their students in order to improve students' reading proficiency.

Strategy Purpose(s)

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Jones, Edward, jonesedw@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected through formal and informal assessments, FCAT, and EOCs. Teachers will keep record in a digital data notebook on our SharePoint site. The data notebook will be updated weekly, and an assigned leadership team member will review the data during the weekly PLC/common planning time. The leadership team and grade levels will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on students data.

Strategy: Extended School Day
Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive

discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

In addition, for our incoming freshmen class, OHS has provided a cluster of classrooms together to create a 9th grade learning community. The benefits of this system is it allows students access to classrooms and teachers by allowing easy access and availability. LASSO adds another support for your Freshmen class. During this time 9th grade students are in class learning effective strategies for success in the classroom and spending additional time on computer programs that will improve their grades and reading ability.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The career specialist assists students with their 4 year high school plan to pursue post secondary education. One of the main components of the preparation involves Prep HQ which assists students with sequencing of course selection. The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.

OHS hosts a number of career and college fairs during the school day and for students and families after school. Remind 101 accounts have been created to keep students alerted to upcoming events and deadlines.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

At OHS, each student can declare a major of interest at enrollment. Students are also able to take CTE courses. Such courses as Agriculture, Business Technology, Engineering & Technology Education, Health Science, Hospitality & Tourism, Information Technology, Marketing, Sales & Service, Avionics, and Water Treatment can lead to certification.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

OHS has created the number of courses that intregrate career and technical education over the past few years. We currently offer Electrocardio graph, Water treatment, Digital design and Media, Computer for college and career and Intro to Hospitality. Students are encouraged to enroll in these courses to explore the career and technical field while in high school.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

At OHS, our counselors conduct classroom guidance and individual counseling sessions with students. They also see that meetings are held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student participation and success in industry certifications.

G2.   Increase student participation and success in Advanced placement classes.

G3.   Increase student achievement on the FSA ELA and FSA Algebra I EOC assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase student participation and success in industry certifications. 1a

🔑 G085340

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Passing Rate	92.0

Targeted Barriers to Achieving the Goal 3

- Interest of students in CTE courses

- Additional time to prep for test

Resources Available to Help Reduce or Eliminate the Barriers 2

- The district provides limited number of supplies, tests, and limited number of equipment.

- Grants

- Curriculum-based software

- LASSO

- District Resource Teachers

- Community

Plan to Monitor Progress Toward G1. 8

The students participate in a progress testing monitor.

Person Responsible

Bronsky Bryant

Schedule

Every 2 Months, from 8/18/2015 to 5/31/2016

Evidence of Completion

The number of students who have passed the CTE tests.

G2. Increase student participation and success in Advanced placement classes. `1a`

🔑 G085341

Targets Supported `1b`

Indicator	Annual Target
Highly Qualified Teachers	100.0
Effective+ Teachers (Performance Rating)	100.0
High School Acceleration	40.0
AP Program Participation	20.0

Targeted Barriers to Achieving the Goal `3`

- The total number of students taking an AP exam at OHS was 552, which is 19% of our students.
- The percent of OHS students at or above a level 3 on AP exams is twenty-nine percent.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- The money for textbooks.
- Professional development for AP teachers provided by the SDOC.
- Participation in AP summer institutes.

Plan to Monitor Progress Toward G2. `8`

We will monitor for AP classes at the end of each quarter and the final passing AP tests.

Person Responsible
Andrew Jackson

Schedule
Quarterly, from 8/24/2015 to 5/31/2016

Evidence of Completion
The passing rate of the AP exams.

G3. Increase student achievement on the FSA ELA and FSA Algebra I EOC assessments. [1a]

🔑 G085342

Targets Supported [1b]

Indicator	Annual Target
FSA ELA Achievement	42.0
Algebra I EOC Pass Rate	38.0

Targeted Barriers to Achieving the Goal [3]

- Fidelity of PLCs
- Effective professional development on targeted areas of concern.
- Lack of uniform literacy target use by teachers in every classroom.
- Lack of content reading strategy use by teachers in math classrooms.
- Student lack of knowledge of fundamental math concepts that impede higher order thinking in math.

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Access to C-Palms
- Reading Plus programs
- Think through Math programs
- LASSO
- Marzano's Goals and Scales
- Academic Coaches
- District Pacing guides

Plan to Monitor Progress Toward G3. [8]

Common Assessments and State assessments

Person Responsible
Christina Remy

Schedule
Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Student performance on common assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase student participation and success in industry certifications. 1

🔑 G085340

G1.B1 Interest of students in CTE courses 2

🔑 B226923

G1.B1.S1 Recruit and have a positive informational approach to the class. 4

🔑 S239399

Strategy Rationale

Students have limited knowledge of what the class has to offer. We will hold informational meetings as well as recruit to help increase enrollment. Additional recruiting can be done at larger events like open house or career night.

Action Step 1 5

Open House and Career Night. The open house and career night event will serve to spread awareness of the CTE offerings and opportunities at Osceola High School. The event will emphasize the opportunity CTE courses provide for students to earn recognized industry certifications in a variety of fields, including medical, culinary, and hospitality among others. By making this an evening event the CTE programs will be able to share their information with both students and parents. This spreading of awareness will serve to increase enrollment in CTE courses.

Person Responsible

Bronsky Bryant

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

Evidence of Completion

Each CTE teacher will develop a booth at open house and career night events to advertise the great activities happening in their particular course. They will also highlight the benefits of being certified within the area.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The reports from CTE certification testing will represent the number of students passing.

Person Responsible

Bronsky Bryant

Schedule

Quarterly, from 8/25/2015 to 5/31/2016

Evidence of Completion

The results of the CTE certification tests.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

The county quarterly tests for the CTE certification will be administered and monitored.

Person Responsible

Bronsky Bryant

Schedule

Quarterly, from 8/18/2015 to 5/31/2016

Evidence of Completion

The results of the quarterly tests.

G1.B1.S2 The use of variety of online learning systems and the internal assessments that are available.
`4`

🔑 S239400

Strategy Rationale

Teachers do not have to create everything from scratch, and constantly reinvent the wheel, when there are so many reasonably priced, often even free, wheels for the taking. The variety and versatility of these tools save countless hours that would be spent on planning and grading.

Action Step 1 `5`

Teachers will gain access to online resources provided by district, business partners, of self-researched.

Person Responsible

Bronsky Bryant

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Students will receive additional training in specific area through online resources.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Participation in career events

Person Responsible

Bronsky Bryant

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets and demonstrations to show participation at open house/career day

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Classroom walk-throughs and data chats

Person Responsible

Bronsky Bryant

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom walk-through note forms, online assignments, and data forms

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Progress monitoring will be made through the data collected from the use of each online resource.

Person Responsible

Bronsky Bryant

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student's performance on online resources

G1.B1.S3 Investigate the potential of adding additional NAF academies [4]

🔑 S239401

Strategy Rationale

The NAF educational design is made up of four essential elements of practice: academy development & structure, curriculum & instruction, advisory board, and work-based learning. Students are able to gain extensive knowledge required to obtain industry certification and college credit.

Action Step 1 [5]

Schedule phone conference with Dr. Friedman, regional NAF director, to discern the feasibility of additional NAF academies.

Person Responsible

Bronsky Bryant

Schedule

On 8/23/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 [6]

Phone conference will be schedule with Dr. Friedman.

Person Responsible

Bronsky Bryant

Schedule

On 8/23/2016

Evidence of Completion

Notes from the phone conference with Dr. Friedman will serve as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 [7]

Person Responsible

Schedule

Evidence of Completion

G1.B2 Additional time to prep for test 2

🔑 B226924

G1.B2.S1 Provide additional time for students to prepare for the industry certification exams. 4

🔑 S239402

Strategy Rationale

Students who attended study sessions throughout the school year have performed much better on the IND CRT exams.

Action Step 1 5

Have CTE teachers schedule study sessions each quarter to prepare for IND CRT exam.

Person Responsible

Bronsky Bryant

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Schedules on the calendar and study materials.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Schedule study session dates on the activity calendar.

Person Responsible

Bronsky Bryant

Schedule

On 5/26/2017

Evidence of Completion

Attendance sheets from study sessions; Practice exams

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Practice IND CRT exams and teacher created common assessments.

Person Responsible

Bronsky Bryant

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

CTE teachers will use data to monitor the effectiveness of the study sessions.

G2. Increase student participation and success in Advanced placement classes. [1]

🔍 G085341

G2.B1 The total number of students taking an AP exam at OHS was 552, which is 19% of our students. [2]

🔍 B226925

G2.B1.S1 Students were scheduled in AP classes by guidance counselors based on AP Potential, FSA ELA scores, student interest, individual determination, and teacher suggestion. [4]

🔍 S239403

Strategy Rationale

Students are reluctant to take rigorous challenging course and by guidance placement this eliminated the reluctance.

Action Step 1 [5]

We will use PSAT to identify AP potential and then send out letters to students and parents inviting them to an AP night at the school where we promote AP classes. The AP night will delineate the numerous benefits of AP, including citing specific data from College Board, it will correct any misconceptions students and parents might have regarding the nature of AP, it will allow students and parents examine AP texts and other course materials, and it will provide an opportunity for students and parents to ask questions about AP courses at OHS in an open forum.

Person Responsible

Andrew Jackson

Schedule

On 12/15/2016

Evidence of Completion

The letters that were sent out and the increase of AP registrations.

Action Step 2 [5]

AP teachers will be provided the opportunity to attend relevant AP professional development through College Board. This will enhance their knowledge of AP examinations and developing curriculum for AP courses. This further their ability to prepare students to AP exams.

Person Responsible

Andrew Jackson

Schedule

Quarterly, from 6/13/2016 to 8/5/2016

Evidence of Completion

Teachers' in-service points and agendas from APSI's.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Get the reports from the PSAT and list those with AP potential.

Person Responsible

Andrew Jackson

Schedule

On 2/1/2016

Evidence of Completion

The amount of AP registrations printed out on lists by guidance counselors.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

AP enrollment will be monitored throughout the year for amount of students and their success.

Person Responsible

Kiersten White

Schedule

Semiannually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student enrollment, student surveys, PSAT scores and AP scores

G2.B2 The percent of OHS students at or above a level 3 on AP exams is twenty-nine percent. [2]

🔑 B226926

G2.B2.S1 All teachers have participated in College Board training in their specific AP subject taught. [4]

🔑 S239404

Strategy Rationale

To better understand AP benchmarks and how AP courses are assessed to earn a passing score.

Action Step 1 [5]

Teachers were afforded the opportunity to register for and attend an AP summer institute.

Person Responsible

Andrew Jackson

Schedule

On 8/8/2016

Evidence of Completion

Inservice points earned and agendas from APSI participation.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 [6]

Teacher conferences, Syllabus and observations

Person Responsible

Andrew Jackson

Schedule

Semiannually, from 6/10/2016 to 5/26/2017

Evidence of Completion

Notes from teacher conferences and course syllabus

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Student scores, student participation and promotion

Person Responsible

Andrew Jackson

Schedule

On 7/31/2017

Evidence of Completion

AP scores, enrollment and culture

G3. Increase student achievement on the FSA ELA and FSA Algebra I EOC assessments. [1]

🔑 G085342

G3.B1 Fidelity of PLCs [2]

🔑 B226927

G3.B1.S1 Professional Developments on: -PLC implementation for PLC leads -Developing rigorous questions for higher level thinking -create common assessments based -Developing goals and scales - Linking reading and writing [4]

🔑 S239405

Strategy Rationale

In order to ensure that all students are mastering content standards to a high level of rigor all OHS teachers need to be trained for consistency.

Action Step 1 [5]

PLC implementation for PLC leads PD

Person Responsible

Christina Remy

Schedule

On 6/18/2016

Evidence of Completion

PLC leads will develop a PD to offer to their content area during the school year.

Action Step 2 [5]

Professional developments on
-Developing rigorous questions for higher level thinking
-create common assessments based
-Developing goals and scales
-Linking reading and writing

Person Responsible

Vivian Conners

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Attendance of PDs

Action Step 3 5

PLC PD for administration, PLC leads, and entire faculty

Person Responsible

Christina Remy

Schedule

On 11/30/2016

Evidence of Completion

Attendance of PDs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

PLC related Professional Development

Person Responsible

Christina Remy

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Teacher use of strategies in PLCs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student Success on progress monitoring assessments

Person Responsible

Christina Remy

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Quarterly assessments and common assessments

G3.B1.S2 Provide time for PLCs to breakdown the standards for complete understanding of them in order for teachers to answer, "What do I want the students to know?" 4

🔑 S239406

Strategy Rationale

PLCs will need time to implement knowledge learned at professional developments.

Action Step 1 5

The presenters of this PD will disseminate knowledge acquired during the 2016 PLC Summer Institute. This will include providing a deep understanding of the four essential questions of PLCs (1. What do we want students to know? 2. How do we know they have learned it? 3. What do we do if they struggle to learn it? 4. What do we do if they know it?). The PD will focus on connecting content standards to these essential questions to ensure PLCs are working to achieve their ultimate goal of enhancing student achievement on standards based curricula.

Person Responsible

Christina Remy

Schedule

Daily, from 8/1/2016 to 8/2/2016

Evidence of Completion

Develop of common assessments and goals and scales

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Classroom observations and Coaching meetings

Person Responsible

Christina Remy

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Common assessment results and minutes from PLCs

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Common Assessment tracking for success

Person Responsible

Christina Remy

Schedule

Quarterly, from 10/13/2016 to 5/26/2017

Evidence of Completion

Common assessment data and unit plans

G3.B2 Effective professional development on targeted areas of concern. `2`

🔑 B226928

G3.B2.S1 Implementation of an Avid strategy school-wide. `4`

🔑 S239407

Strategy Rationale

This year's Avid strategy will be marking the text. Effective text marking is an indicator of reading comprehension and content understanding.

Action Step 1 `5`

Infuse all OHS classrooms with text-marking practice. Professional development will focus on providing teachers with a rich understanding of the myriad benefits of employing text marking strategies in their classrooms. PD will cover a wide range of approaches to text marking, including highlighting and annotation; however, it will emphasize AVID-based text marking strategies. The goal of the PD will be to enhance teacher ability to teach and successfully incorporate text marking strategies in their classrooms.

Person Responsible

Vivian Conners

Schedule

Daily, from 8/3/2016 to 5/26/2017

Evidence of Completion

Samples from classrooms and PD sign-ins

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Classroom Walk-throughs, Student Samples

Person Responsible

Christina Remy

Schedule

Monthly, from 9/15/2016 to 5/26/2017

Evidence of Completion

Administrators will make note in MyPGS. Academic Coaches will collaborate with teachers and students on samples from the classroom.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Student success on EOQs, FSA ELA/EOCs, Reading Plus and OHS Literacy Across the Curriculum.

Person Responsible

Vivian Conners

Schedule

Quarterly, from 10/18/2016 to 5/26/2017

Evidence of Completion

Test scores, student samples and feedback from teachers

G3.B3 Lack of uniform literacy target use by teachers in every classroom. [2]

🔑 B226929

G3.B3.S1 Develop a Literacy (Reading and Writing) initiative for all classrooms across campus. Each classroom will have one reading assignment that requires a written response at DOK level 3 or 4. [4]

🔑 S239408

Strategy Rationale

A school-wide initiative will ensure that students receive consistent instruction and support in reading and writing at every level.

Action Step 1 [5]

Provide PD on literacy across the curriculum.

Person Responsible

Edward Jones

Schedule

On 5/30/2017

Evidence of Completion

Reading and writing samples from each classroom showing students' development.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 [6]

Review of reading and writing samples in PLCs.

Person Responsible

Edward Jones

Schedule

Monthly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Reading and writing samples

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Common Assessment results

Person Responsible

Edward Jones

Schedule

Every 2 Months, from 8/3/2016 to 5/30/2017

Evidence of Completion

Student results on common assessments and EOCs.

G3.B4 Lack of content reading strategy use by teachers in math classrooms. `2`

🔑 B226930

G3.B4.S1 Develop content reading strategies to facilitate student application and justification of mathematical concepts. `4`

🔑 S239409

Strategy Rationale

An application of content reading strategies across all math classrooms will ensure students receive consistent instruction and support in application and justification of mathematical concepts.

Action Step 1 `5`

Provide PD on math content reading strategies.

Person Responsible

Kiersten White

Schedule

Monthly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Teacher participation in PD opportunities, student samples reflecting reading strategies.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 `6`

Review of content reading strategies infused into curriculum and student samples in PLCs.

Person Responsible

Kiersten White

Schedule

Monthly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Teacher lesson plans, student samples

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

Student success on Algebra 1 EOQs and Algebra 1 FSA EOC.

Person Responsible

Kiersten White

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Student progress on EOQs and success on FSA EOC.

G3.B5 Student lack of knowledge of fundamental math concepts that impede higher order thinking in math. `2`

`B226931`

G3.B5.S1 Develop intervention opportunities for students to attain customized gaps in mathematical conceptional knowledge. `4`

`S239410`

Strategy Rationale

Students will receive necessary instruction based on individual needs that will support their application and justification of Algebra 1 content.

Action Step 1 `5`

Create block schedule to include customized learning opportunities to support individual student needs and utilization of rotational small group stations to support learning objectives.

Person Responsible

Kiersten White

Schedule

Monthly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Applications of student rotational model.

Plan to Monitor Fidelity of Implementation of G3.B5.S1 `6`

Walk throughs and review of curriculum development in PLCs.

Person Responsible

Kiersten White

Schedule

Monthly, from 9/15/2016 to 5/26/2017

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 `7`

Student scores and progress on Algebra 1 EOQs and Algebra 1 FSA EOC.

Person Responsible

Kiersten White

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Algebra 1 EOQ and Algebra 1 FSA EOC scores.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S3.MA1 M317442	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1 M317448	Get the reports from the PSAT and list those with AP potential.	Jackson, Andrew	10/15/2015	The amount of AP registrations printed out on lists by guidance counselors.	2/1/2016 one-time
G1.MA1 M317446	The students participate in a progress testing monitor.	Bryant, Bronsky	8/18/2015	The number of students who have passed the CTE tests.	5/31/2016 every-2-months
G2.MA1 M317451	We will monitor for AP classes at the end of each quarter and the final passing AP tests.	Jackson, Andrew	8/24/2015	The passing rate of the AP exams.	5/31/2016 quarterly
G1.B1.S1.MA1 M317437	The county quarterly tests for the CTE certification will be administered and monitored.	Bryant, Bronsky	8/18/2015	The results of the quarterly tests.	5/31/2016 quarterly
G1.B1.S1.MA1 M317438	The reports from CTE certification testing will represent the number of students passing.	Bryant, Bronsky	8/25/2015	The results of the CTE certification tests.	5/31/2016 quarterly
G2.B1.S1.MA1 M317447	AP enrollment will be monitored throughout the year for amount of students and their success.	White, Kiersten	8/24/2015	Student enrollment, student surveys, PSAT scores and AP scores	6/9/2016 semiannually
G3.B1.S1.A1 A310024	PLC implementation for PLC leads PD	Remy, Christina	6/15/2016	PLC leads will develop a PD to offer to their content area during the school year.	6/18/2016 one-time
G3.B1.S2.A1 A310027	The presenters of this PD will disseminate knowledge acquired during the 2016 PLC Summer Institute....	Remy, Christina	8/1/2016	Develop of common assessments and goals and scales	8/2/2016 daily
G2.B1.S1.A2 A310022	AP teachers will be provided the opportunity to attend relevant AP professional development through...	Jackson, Andrew	6/13/2016	Teachers' in-service points and agendas from APSI's.	8/5/2016 quarterly
G2.B2.S1.A1 A310023	Teachers were afforded the opportunity to register for and attend an AP summer institute.	Jackson, Andrew	5/2/2016	Inservice points earned and agendas from APSI participation.	8/8/2016 one-time
G1.B1.S3.MA1 M317443	Phone conference will be schedule with Dr. Friedman.	Bryant, Bronsky	8/23/2016	Notes from the phone conference with Dr. Friedman will serve as evidence.	8/23/2016 one-time
G1.B1.S3.A1 A310019	Schedule phone conference with Dr. Friedman, regional NAF director, to discern the feasibility of...	Bryant, Bronsky	8/23/2016		8/23/2016 one-time
G3.B1.S1.A3 A310026	PLC PD for administration, PLC leads, and entire faculty	Remy, Christina	9/7/2016	Attendance of PDs	11/30/2016 one-time
G2.B1.S1.A1 A310021	We will use PSAT to identify AP potential and then send out letters to students and parents...	Jackson, Andrew	12/15/2016	The letters that were sent out and the increase of AP registrations.	12/15/2016 one-time
G3.MA1 M317464	Common Assessments and State assessments	Remy, Christina	8/10/2016	Student performance on common assessments.	5/26/2017 quarterly
G1.B1.S1.A1 A310017	Open House and Career Night. The open house and career night event will serve to spread awareness...	Bryant, Bronsky	8/10/2016	Each CTE teacher will develop a booth at open house and career night events to advertise the great activities happening in their particular course. They will also highlight the benefits of being certified within the area.	5/26/2017 semiannually
G1.B2.S1.MA1 M317444	Practice IND CRT exams and teacher created common assessments.	Bryant, Bronsky	8/10/2016	CTE teachers will use data to monitor the effectiveness of the study sessions.	5/26/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1 M317445	Schedule study session dates on the activity calendar.	Bryant, Bronsky	8/10/2016	Attendance sheets from study sessions; Practice exams	5/26/2017 one-time
G1.B2.S1.A1 A310020	Have CTE teachers schedule study sessions each quarter to prepare for IND CRT exam.	Bryant, Bronsky	8/10/2016	Schedules on the calendar and study materials.	5/26/2017 quarterly
G2.B2.S1.MA1 M317450	Teacher conferences, Syllabus and observations	Jackson, Andrew	6/10/2016	Notes from teacher conferences and course syllabus	5/26/2017 semiannually
G3.B1.S1.MA1 M317452	Student Success on progress monitoring assessments	Remy, Christina	8/10/2016	Quarterly assessments and common assessments	5/26/2017 quarterly
G3.B1.S1.MA1 M317453	PLC related Professional Development	Remy, Christina	8/10/2016	Teacher use of strategies in PLCs	5/26/2017 biweekly
G3.B1.S1.A2 A310025	Professional developments on - Developing rigorous questions for higher level thinking -create...	Conners, Vivian	8/1/2016	Attendance of PDs	5/26/2017 monthly
G3.B2.S1.MA1 M317456	Student success on EOQs, FSA ELA/ EOCs, Reading Plus and OHS Literacy Across the Curriculum.	Conners, Vivian	10/18/2016	Test scores, student samples and feedback from teachers	5/26/2017 quarterly
G3.B2.S1.MA1 M317457	Classroom Walk-throughs, Student Samples	Remy, Christina	9/15/2016	Administrators will make note in MyPGS. Academic Coaches will collaborate with teachers and students on samples from the classroom.	5/26/2017 monthly
G3.B2.S1.A1 A310028	Infuse all OHS classrooms with text-marking practice. Professional development will focus on...	Conners, Vivian	8/3/2016	Samples from classrooms and PD sign-ins	5/26/2017 daily
G3.B4.S1.MA1 M317460	Student success on Algebra 1 EOQs and Algebra 1 FSA EOC.	White, Kiersten	8/3/2016	Student progress on EOQs and success on FSA EOC.	5/26/2017 quarterly
G3.B4.S1.MA1 M317461	Review of content reading strategies infused into curriculum and student samples in PLCs.	White, Kiersten	8/3/2016	Teacher lesson plans, student samples	5/26/2017 monthly
G3.B4.S1.A1 A310030	Provide PD on math content reading strategies.	White, Kiersten	8/3/2016	Teacher participation in PD opportunities, student samples reflecting reading strategies.	5/26/2017 monthly
G3.B5.S1.MA1 M317462	Student scores and progress on Algebra 1 EOQs and Algebra 1 FSA EOC.	White, Kiersten	8/3/2016	Algebra 1 EOQ and Algebra 1 FSA EOC scores.	5/26/2017 quarterly
G3.B5.S1.MA1 M317463	Walk throughs and review of curriculum development in PLCs.	White, Kiersten	9/15/2016	Lesson Plans	5/26/2017 monthly
G3.B5.S1.A1 A310031	Create block schedule to include customized learning opportunities to support individual student...	White, Kiersten	8/3/2016	Applications of student rotational model.	5/26/2017 monthly
G1.B1.S2.MA1 M317439	Progress monitoring will be made through the data collected from the use of each online resource.	Bryant, Bronsky	8/10/2016	Student's performance on online resources	5/26/2017 quarterly
G1.B1.S2.MA1 M317440	Participation in career events	Bryant, Bronsky	8/10/2016	Sign-in sheets and demonstrations to show participation at open house/ career day	5/26/2017 biweekly
G1.B1.S2.MA2 M317441	Classroom walk-throughs and data chats	Bryant, Bronsky	8/10/2016	Classroom walk-through note forms, online assignments, and data forms	5/26/2017 biweekly
G1.B1.S2.A1 A310018	Teachers will gain access to online resources provided by district, business partners, of...	Bryant, Bronsky	8/10/2016	Students will receive additional training in specific area through online resources.	5/26/2017 monthly
G3.B1.S2.MA1 M317454	Common Assessment tracking for success	Remy, Christina	10/13/2016	Common assessment data and unit plans	5/26/2017 quarterly
G3.B1.S2.MA1 M317455	Classroom observations and Coaching meetings	Remy, Christina	8/10/2016	Common assessment results and minutes from PLCs	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.MA1 🔍 M317458	Common Assessment results	Jones, Edward	8/3/2016	Student results on common assessments and EOCs.	5/30/2017 every-2-months
G3.B3.S1.MA1 🔍 M317459	Review of reading and writing samples in PLCs.	Jones, Edward	8/3/2016	Reading and writing samples	5/30/2017 monthly
G3.B3.S1.A1 🔍 A310029	Provide PD on literacy across the curriculum.	Jones, Edward	8/3/2016	Reading and writing samples from each classroom showing students' development.	5/30/2017 one-time
G2.B2.S1.MA1 🔍 M317449	Student scores, student participation and promotion	Jackson, Andrew	8/17/2016	AP scores, enrollment and culture	7/31/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase student participation and success in Advanced placement classes.

G2.B1 The total number of students taking an AP exam at OHS was 552, which is 19% of our students.

G2.B1.S1 Students were scheduled in AP classes by guidance counselors based on AP Potential, FSA ELA scores, student interest, individual determination, and teacher suggestion.

PD Opportunity 1

We will use PSAT to identify AP potential and then send out letters to students and parents inviting them to an AP night at the school where we promote AP classes. The AP night will delineate the numerous benefits of AP, including citing specific data from College Board, it will correct any misconceptions students and parents might have regarding the nature of AP, it will allow students and parents examine AP texts and other course materials, and it will provide an opportunity for students and parents to ask questions about AP courses at OHS in an open forum.

Facilitator

Robert Walker

Participants

OHS Teachers

Schedule

On 12/15/2016

PD Opportunity 2

AP teachers will be provided the opportunity to attend relevant AP professional development through College Board. This will enhance their knowledge of AP examinations and developing curriculum for AP courses. This further their ability to prepare students to AP exams.

Facilitator

District AP trainings

Participants

AP teachers

Schedule

Quarterly, from 6/13/2016 to 8/5/2016

G2.B2 The percent of OHS students at or above a level 3 on AP exams is twenty-nine percent.

G2.B2.S1 All teachers have participated in College Board training in their specific AP subject taught.

PD Opportunity 1

Teachers were afforded the opportunity to register for and attend an AP summer institute.

Facilitator

College Board, District Resource, and AP PLC

Participants

All AP current and potential teachers

Schedule

On 8/8/2016

G3. Increase student achievement on the FSA ELA and FSA Algebra I EOC assessments.

G3.B1 Fidelity of PLCs

G3.B1.S1 Professional Developments on: -PLC implementation for PLC leads -Developing rigorous questions for higher level thinking -create common assessments based -Developing goals and scales - Linking reading and writing

PD Opportunity 1

PLC implementation for PLC leads PD

Facilitator

Marzano Science Institute

Participants

OHS PLC leads

Schedule

On 6/18/2016

PD Opportunity 2

Professional developments on -Developing rigorous questions for higher level thinking -create common assessments based -Developing goals and scales -Linking reading and writing

Facilitator

Vivian Conners Robert Walker Maria I Rodriguez Monica Cantrall

Participants

OHS Teachers

Schedule

Monthly, from 8/1/2016 to 5/26/2017

PD Opportunity 3

PLC PD for administration, PLC leads, and entire faculty

Facilitator

Solution Tree (Tim Brown & Ken Williams)

Participants

OHS PLC Leads & OHS faculty

Schedule

On 11/30/2016

G3.B1.S2 Provide time for PLCs to breakdown the standards for complete understanding of them in order for teachers to answer, "What do I want the students to know?"

PD Opportunity 1

The presenters of this PD will disseminate knowledge acquired during the 2016 PLC Summer Institute. This will include providing a deep understanding of the four essential questions of PLCs (1. What do we want students to know? 2. How do we know they have learned it? 3. What do we do if they struggle to learn it? 4. What do we do if they know it?). The PD will focus on connecting content standards to these essential questions to ensure PLCs are working to achieve their ultimate goal of enhancing student achievement on standards based curricula.

Facilitator

Vivian Conners, Maria I Rodriguez and Robert Walker

Participants

Content area teachers

Schedule

Daily, from 8/1/2016 to 8/2/2016

G3.B2 Effective professional development on targeted areas of concern.

G3.B2.S1 Implementation of an Avid strategy school-wide.

PD Opportunity 1

Infuse all OHS classrooms with text-marking practice. Professional development will focus on providing teachers with a rich understanding of the myriad benefits of employing text marking strategies in their classrooms. PD will cover a wide range of approaches to text marking, including highlighting and annotation; however, it will emphasize AVID-based text marking strategies. The goal of the PD will be to enhance teacher ability to teach and successfully incorporate text marking strategies in their classrooms.

Facilitator

Vivian Conners, Nichole Glover, Jackie Gill, Robert Walker, Monica Cantrall and Maria I. Rodriguez

Participants

OHS teachers/students

Schedule

Daily, from 8/3/2016 to 5/26/2017

G3.B3 Lack of uniform literacy target use by teachers in every classroom.

G3.B3.S1 Develop a Literacy (Reading and Writing) initiative for all classrooms across campus. Each classroom will have one reading assignment that requires a written response at DOK level 3 or 4.

PD Opportunity 1

Provide PD on literacy across the curriculum.

Facilitator

Maria I. Rodriguez Vivian Conners Robert Walker Monica Cantrall

Participants

OHS teachers

Schedule

On 5/30/2017

G3.B4 Lack of content reading strategy use by teachers in math classrooms.

G3.B4.S1 Develop content reading strategies to facilitate student application and justification of mathematical concepts.

PD Opportunity 1

Provide PD on math content reading strategies.

Facilitator

Monica Cantrall

Participants

Teachers/students

Schedule

Monthly, from 8/3/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student participation and success in industry certifications.

G1.B1 Interest of students in CTE courses

G1.B1.S1 Recruit and have a positive informational approach to the class.

TA Opportunity 1

Open House and Career Night. The open house and career night event will serve to spread awareness of the CTE offerings and opportunities at Osceola High School. The event will emphasize the opportunity CTE courses provide for students to earn recognized industry certifications in a variety of fields, including medical, culinary, and hospitality among others. By making this an evening event the CTE programs will be able to share their information with both students and parents. This spreading of awareness will serve to increase enrollment in CTE courses.

Facilitator

Lynette Burton

Participants

OHS CTE faculty and students

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	**Open House and Career Night. The open house and career night event will serve to spread awareness of the CTE offerings and opportunities at Osceola High School. The event will emphasize the opportunity CTE courses provide for students to earn recognized industry certifications in a variety of fields, including medical, culinary, and hospitality among others. By making this an evening event the CTE programs will be able to share their information with both students and parents. This spreading of awareness will serve to increase enrollment in CTE courses.**	$0.00
2	G1.B1.S2.A1	**Teachers will gain access to online resources provided by district, business partners, of self-researched.**	$0.00
3	G1.B1.S3.A1	**Schedule phone conference with Dr. Friedman, regional NAF director, to discern the feasibility of additional NAF academies.**	$0.00
4	G1.B2.S1.A1	**Have CTE teachers schedule study sessions each quarter to prepare for IND CRT exam.**	$0.00
5	G2.B1.S1.A1	**We will use PSAT to identify AP potential and then send out letters to students and parents inviting them to an AP night at the school where we promote AP classes. The AP night will delineate the numerous benefits of AP, including citing specific data from College Board, it will correct any**	$0.00

		misconceptions students and parents might have regarding the nature of AP, it will allow students and parents examine AP texts and other course materials, and it will provide an opportunity for students and parents to ask questions about AP courses at OHS in an open forum.	
6	G2.B1.S1.A2	AP teachers will be provided the opportunity to attend relevant AP professional development through College Board. This will enhance their knowledge of AP examinations and developing curriculum for AP courses. This further their ability to prepare students to AP exams.	**$0.00**
7	G2.B2.S1.A1	Teachers were afforded the opportunity to register for and attend an AP summer institute.	**$0.00**
8	G3.B1.S1.A1	PLC implementation for PLC leads PD	**$41,611.50**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	1020-DEFAULT AVERSION FEE	0081 - Osceola High School	Title I, Part A		$33,000.00
			Notes: Stipends are for teachers to attend PDs and workshops throughout the year and summer.			
	6400	2200-STATE LICENSES & PERMITS-CONTINUED	0081 - Osceola High School	Title I, Part A		$2,524.50
			Notes: Stipend Benefits			
	6400	140-Substitute Teachers	0081 - Osceola High School	Title I, Part A		$6,000.00
			Notes: Substitute money for teachers to attend trainings.			
	6400	2200-STATE LICENSES & PERMITS-CONTINUED	0081 - Osceola High School	Title I, Part A		$87.00
			Notes: Substitute Benefits			

9	G3.B1.S1.A2	Professional developments on -Developing rigorous questions for higher level thinking -create common assessments based -Developing goals and scales -Linking reading and writing	**$0.00**
10	G3.B1.S1.A3	PLC PD for administration, PLC leads, and entire faculty	**$13,600.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0081 - Osceola High School	Title I, Part A		$6,500.00
			Notes: Guest Speaker Tim Brown from Solution Tree			
	6400	330-Travel	0081 - Osceola High School	Title I, Part A		$7,100.00
			Notes: Guest Speaker Ken Williams from Solution Tree			

11	G3.B1.S2.A1	The presenters of this PD will disseminate knowledge acquired during the 2016 PLC Summer Institute. This will include providing a deep understanding of the four essential questions of PLCs (1. What do we want students to know? 2. How do we know they have learned it? 3. What do we do if they struggle to learn it? 4. What do we do if they know it?). The PD will focus on connecting content standards to these essential questions to ensure PLCs are working to achieve their ultimate goal of enhancing student achievement on standards based curricula.	**$12,680.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17

		6400	310-Professional and Technical Services	0081 - Osceola High School	Title I, Part A		$12,680.00
			Notes: Marzano Building Expertise Summer conference				
12	G3.B2.S1.A1	**Infuse all OHS classrooms with text-marking practice. Professional development will focus on providing teachers with a rich understanding of the myriad benefits of employing text marking strategies in their classrooms. PD will cover a wide range of approaches to text marking, including highlighting and annotation; however, it will emphasize AVID-based text marking strategies. The goal of the PD will be to enhance teacher ability to teach and successfully incorporate text marking strategies in their classrooms.**					**$3,596.00**
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
		6400	330-Travel	0081 - Osceola High School	Title I, Part A		$3,596.00
			Notes: AVID Summer Institute				
13	G3.B3.S1.A1	**Provide PD on literacy across the curriculum.**					**$4,816.00**
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
		6400	310-Professional and Technical Services	0081 - Osceola High School	Title I, Part A		$4,816.00
			Notes: Science Literacy Strategies - Kristin Dotti				
14	G3.B4.S1.A1	**Provide PD on math content reading strategies.**					**$0.00**
15	G3.B5.S1.A1	**Create block schedule to include customized learning opportunities to support individual student needs and utilization of rotational small group stations to support learning objectives.**					**$0.00**
						Total:	**$76,303.50**