



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Osceola High School

420 S THACKER AVE

Kissimmee, FL 34741

407-518-5400

[www.osceola.k12.fl.us](http://www.osceola.k12.fl.us)

## School Demographics

**School Type**  
High School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
78%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
82%

## School Grades History

**2013-14**  
C

**2012-13**  
B

**2011-12**  
A

**2010-11**  
A

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Osceola High School

##### Principal

Jim Digiacomio

##### School Advisory Council chair

LORENA BRUNEAU

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jim Digiacomio	Principal
Mark Conners	Assistant Principal
Rita Loeding	Assistant Principal
Bronsky Bryant	Assistant Principal
Christina Remy	Literacy Coach
Linda Crafton	Math Coach
David Holder	Dean

#### District-Level Information

##### District

Osceola

##### Superintendent

Mrs. Melba Luciano

##### Date of school board approval of SIP

Pending

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Lorena Bruneau - SAC Chair  
 Christina Remy - Co-Chair  
 Cheryl Vicari - Secretary  
 Janet Schroeder - Treasurer  
 Karen Ramgoolie  
 Marissa Schroeder  
 Lynda Crafton  
 Calena Shawn Clemons  
 Vicky Torrey

**Involvement of the SAC in the development of the SIP**

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.

**Activities of the SAC for the upcoming school year**

The OHS School Advisory council will meet every month on the first Monday of the month. The council will work in conjunction with school administration and staff to review and update the School Improvement Plan and prepare school budget. Sac will continue to actively recruit new parents to be involved in SAC. Guest speakers will be invited to share important information about academics, school activities, and community involvement.

**Projected use of school improvement funds, including the amount allocated to each project**

PBS - Positive Behavior Support = \$250.00

Curriculum/Resources = \$200.00

Media Center Resources = \$200.00

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators****# of administrators**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

Jim Digiacomo		
Principal	Years as Administrator: 29	Years at Current School: 3
Credentials	Bachelors of Arts Master's in Education	
Performance Record	Narcoossee Middle 2001-01 C 2001-02 B 2002-03 A KOA Elementary 2008-09 New 2009-10 C 2010-11 B Osceola High 2010-11 A 2011-12 A	
Mark Conners		
Asst Principal	Years as Administrator: 9	Years at Current School: 18
Credentials	Bachelor's of Elementary/Special education Master's of Education	
Performance Record	Osceola High School 2004-05 C 2005-06 C 2006-07 C 2007-08 C 2008-09 C 2009-10 B 2010-11 A 2011-12 A	
Rita Loeding		
Asst Principal	Years as Administrator: 7	Years at Current School: 1
Credentials	Master's of Education	
Performance Record	Lakeview Elementary 2006-07 A 2007-08 A 2008-09 A Central Ave Elementary 2009-10 D 2010-11 B 2011-12 C	



<b>Bronsky Bryant</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 2
<b>Credentials</b>	Bachelors of Science in English Masters of Arts in Teaching Education Specialist in Education Leadership	
<b>Performance Record</b>	Celebration High 2009-10 A 2010-11 A Osceola High 2011-12 A	

**Instructional Coaches****# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

<b>Christina Remy</b>		
Part-time / District-based	Years as Coach: 5	Years at Current School: 5
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelor's in Reading	
<b>Performance Record</b>	Osceola High School 2009-10 C 2010-11 A 2011-12 A 2012-13 A	

<b>Lynda Crafton</b>		
Part-time / District-based	Years as Coach:	Years at Current School: 23
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Bachelor's in Mathematics	
<b>Performance Record</b>		

**Classroom Teachers****# of classroom teachers**

145

**# receiving effective rating or higher**

140, 97%

**# Highly Qualified Teachers**

89%

**# certified in-field**

129, 89%

**# ESOL endorsed**

27, 19%

**# reading endorsed**

13, 9%

**# with advanced degrees**

51, 35%

**# National Board Certified**

4, 3%

**# first-year teachers**

15, 10%

**# with 1-5 years of experience**

33, 23%

**# with 6-14 years of experience**

43, 30%

**# with 15 or more years of experience**

47, 32%

**Education Paraprofessionals****# of paraprofessionals**

27

**# Highly Qualified**

, 0%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Osceola High school's Teacher Mentoring program consists of a training and preparation week before the beginning of the school year. New teachers are encouraged to participate throughout the week. There are monthly meetings, classroom visits and immediate feedback.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The RtI Leadership Team collects and views data of the lowest quartile and ESE/ESOL students. These students have already moved to Tier 2 when they were placed in Intensive Reading/Intensive Language Arts classes. The RtI Leadership Team has created two groups in order to meet the requirements of the MTSS and SIP and to further serve more students. The two parts consist of academics and behavior.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

RtI Academic -  
 Rita Loeding - Assistant Principal  
 Christina Remy - Literacy Coach  
 Lynda Crafton - Math Specialist  
 Janine Koch - ESE Teacher  
 Tracy Dunlap - Guidance Counselor  
 Glenna Spears-School Psychologist  
 RtI Behavior -  
 Bronsky Bryant - Assistant Principal  
 Stacy Montello - Reading Teacher  
 David Holder - Dean  
 Imaris Morales - ESOL LRS  
 Tracy Dunlap - Guidance Counselor  
 Glenna Spears-School Psychologist

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The RtI team meets every Tuesday during first and second block. The academic group meets during first period. During the second block, the behavior group meets. The team discuss the individual student who need to go through the RtI process.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The data sources and data management systems are ODMS, FCAT, Formative Assessments, Empower 300.

## Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

OHS will support MTSS by providing adequate time for the team to meet, research based resources, to have professional development to instructional staff and identify at-risk students.

### Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

**Strategy:** Before or After School Program

**Minutes added to school year:** 27,750

OHS uses the 21st Century program for after school enrichment. 21st Century is meant to provide expanded academic enrichment opportunities for children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition 21st CCLC programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling, and character education to enhance the academic component of the program.

### Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

### How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through formal and informal assessments, FCAT, and EOCs.

### Who is responsible for monitoring implementation of this strategy?

The School Leadership Team along with the 21st Century coordinator are responsible for monitoring and implementing the strategies.

### Literacy Leadership Team (LLT)

#### Names and position titles of the members of the school-based LLT

Name	Title
Christina Remy	Literacy Coach
Lynette Burton	Reading Teacher
Alyson LeBlanc	social Studies Teacher
Kelly Lamb	Facilitator
Stacy Montello	Reading Teacher
Imaris Morales	ESOL Resource Specialist
Nancy Hitt	Reading Teacher

Name	Title
Terri Reno	Reading Teacher

### **How the school-based LLT functions**

The Literacy Leadership Team will meet once a month after school. The primary function of the LLT is to determine school-wide Reading needs and how OHS can best met those needs.

### **Major initiatives of the LLT**

The major initiatives for the LLT are school wide Sustain silent Reading and Battle of the Books.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

The Literacy Team sets up goals that will ensure reading in the content areas and that every instructional teacher contributes to reading improvements through departmental meetings by discussing effective reading practices. In-service training will be offered through out the year.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

At OHS, each student can declare a major of interest at enrollment. Students are also able to take CTE courses.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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.

### **Strategies for improving student readiness for the public postsecondary level**

Improving student readiness to post secondary education will be accomplished by ensuring students participation in ACT/SAT prep. In addition, OHS invites college recruiters to visit the campus to speak with students on college opportunities.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	37%	No	55%
American Indian				
Asian	60%	52%	No	64%
Black/African American	39%	25%	No	45%
Hispanic	44%	28%	No	50%
White	65%	54%	No	69%
English language learners	28%	11%	No	36%
Students with disabilities	33%	15%	No	39%
Economically disadvantaged	45%	30%	No	51%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	256	22%	25%
Students scoring at or above Achievement Level 4	186	16%	18%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		5%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	754	63%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	204	68%	71%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	145	56%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	67	25%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	95	36%	40%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	378	63%	68%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	306	57%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	188	35%	40%

**Area 3: Mathematics****High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	46%	No	52%
American Indian				
Asian				
Black/African American	44%	42%	No	50%
Hispanic	45%	44%	No	51%
White	56%	55%	No	60%
English language learners	39%	33%	No	45%
Students with disabilities	43%	40%	No	49%
Economically disadvantaged	44%	39%	No	50%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	16	43%	35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	731	66%	70%
Students in lowest 25% making learning gains (EOC)	207	75%	78%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	155	28%	32%
Students scoring at or above Achievement Level 4	22	4%	7%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	177	32%	35%
Students scoring at or above Achievement Level 4	166	30%	32%

**Area 4: Science****High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%



**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	353	36%	40%
Students scoring at or above Achievement Level 4	166	17%	20%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	175		220
Participation in STEM-related experiences provided for students	175	15%	20%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	175	17%	20%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		82%	85%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	115	6%	10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	6	6%	10%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		80%	100%
Students taking CTE industry certification exams	17	8%	10%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	100%	100%

## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	211	9%	7%
Students in ninth grade with one or more absences within the first 20 days	59	9%	7%
Students in ninth grade who fail two or more courses in any subject	33	5%	3%
Students with grade point average less than 2.0	41	6%	3%
Students who fail to progress on-time to tenth grade	44	6%	3%
Students who receive two or more behavior referrals	4333	34%	29%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	274	12%	8%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	11	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	462	89%	92%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	361	83%	85%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

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.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase access of information to parents through school website.	2000	85%	90%
Make the school more parent friendly through the parent liaison.	0	0%	90%

**Area 10: Additional Targets****Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Increase the amount of Career and Technical Education certifications available at OHS.
- G2.** All teachers will implement effective teaching instruction aligned to standards in alignment Common Core strategies and accommodations for ELL students.
- G3.** OHS will try to establish common planning time in grade level/subject/content area.
- G4.** Implement a school-wide common board configuration practice
- G5.** Each grade level will increase the amount of students achieving 3 or above in reading, math, and science.

## Goals Detail

### **G1. Increase the amount of Career and Technical Education certifications available at OHS.**

#### **Targets Supported**

- STEM
- STEM - All Levels
- STEM - High School
- CTE

#### **Resources Available to Support the Goal**

- Local business partners who are in the CTE fields
- Volunteers who are able to give insight into certain fields
- Current state and local environment that is conducive to the CTE areas

#### **Targeted Barriers to Achieving the Goal**

- Attracting certified personnel to teach courses.
- Increases in the budget to acquire and maintain equipment
- Increasing student awareness and involvement in the programs

## Plan to Monitor Progress Toward the Goal

Gather feedback from local business involved with CTE

**Person or Persons Responsible**

Administration and CTE teacher

**Target Dates or Schedule:**

Once per nine weeks

**Evidence of Completion:**

Feedback

**G2. All teachers will implement effective teaching instruction aligned to standards in alignment Common Core strategies and accommodations for ELL students.**

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- Progress monitoring mini assessments, I-Observation tool data collection, district and school assessments throughout the school year. (It is expected that there will be an increased number and percentage of students who are proficient on district and school assessments throughout the school year).

**Targeted Barriers to Achieving the Goal**

- Teachers lack knowledge of collaborative, data driven analysis and instruction (or cannot or do not implement if they have knowledge of it).

**Plan to Monitor Progress Toward the Goal**

Formal and Informal Observations, IPDP, Formal and informal assessments

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule:**

Weekly Basis

**Evidence of Completion:**

iObservations, Lesson Plans, CWTs

**G3. OHS will try to establish common planning time in grade level/subject/content area.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Professional Learning Communities, Administration, District Office

**Targeted Barriers to Achieving the Goal**

- The increased amount of students bringing the population over capacity.
- The amount of floating teachers on campus.



## Plan to Monitor Progress Toward the Goal

Students progress reports, meeting notes, surveys

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

Each grading period

**Evidence of Completion:**

Students progress reports, meeting notes, surveys

**G4. Implement a school-wide common board configuration practice****Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Professional development, district staff

**Targeted Barriers to Achieving the Goal**

- Too many initiatives, people are overwhelmed
- Keeping CBC uniformed throughout the year

## Plan to Monitor Progress Toward the Goal

Will take note of how Common Board Configurations are being used

### Person or Persons Responsible

Leadership Team

### Target Dates or Schedule:

Weekly Basis and scheduled times according to contract

### Evidence of Completion:

Teachers are referring to common board configurations throughout the period and students are taking note of the CBC.

**G5.** Each grade level will increase the amount of students achieving 3 or above in reading, math, and science.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

### Resources Available to Support the Goal

- Professional development, culture change, budget, supplies

### Targeted Barriers to Achieving the Goal

- Having time for guided and independent practice of reading skills which will enhance math and science.

## Plan to Monitor Progress Toward the Goal

Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase

### **Person or Persons Responsible**

Reading coach and administration

### **Target Dates or Schedule:**

Observations, CWTs, Formal and Informal assessments and fidelity checks

### **Evidence of Completion:**

Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the amount of Career and Technical Education certifications available at OHS.

**G1.B1** Attracting certified personnel to teach courses.

**G1.B1.S1** Maintain a relationship with the local businesses related to the CTE fields through letters, meetings, and invitations to visit the programs

#### **Action Step 1**

Send out updates on the programs via email.

#### **Person or Persons Responsible**

Administration, CTE teacher

#### **Target Dates or Schedule**

Once per nine weeks

#### **Evidence of Completion**

Emails

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Carbon Copies of emails sent to administration

#### **Person or Persons Responsible**

School Admin, district CTE personnel

#### **Target Dates or Schedule**

Once per nine weeks

#### **Evidence of Completion**

emails

### Plan to Monitor Effectiveness of G1.B1.S1

Gather feedback from local business involved with CTE

**Person or Persons Responsible**

Administration and CTE teacher

**Target Dates or Schedule**

Once per nine weeks

**Evidence of Completion**

Feedback

### G1.B2 Increases in the budget to acquire and maintain equipment

#### G1.B2.S1 Obtain additional funding from local partnerships.

**Action Step 1**

Ask for additional funding from local business that will possibly be impacted positively through students being certified through CTE field.

**Person or Persons Responsible**

Administration, District CTE Personnel, School Board Members

**Target Dates or Schedule**

At the beginning of the school year

**Evidence of Completion**

Funding is supplied.

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

Finances are increased and audited with bookkeeper

**Person or Persons Responsible**

Administration, CTE Teacher, Bookkeeper

**Target Dates or Schedule**

Each Semester

**Evidence of Completion**

Funds are balanced and spent according to plan

## **Plan to Monitor Effectiveness of G1.B2.S1**

Finances are increased and audited with bookkeeper

### **Person or Persons Responsible**

Administration, CTE Teacher, Bookkeeper

### **Target Dates or Schedule**

Each Semester

### **Evidence of Completion**

Funds are balanced and spent according to plan

## **G1.B3 Increasing student awareness and involvement in the programs**

**G1.B3.S1** Provide for opportunities for students to become familiar with the different CTE programs at OHS

### **Action Step 1**

Provide advertisement to students and parents

#### **Person or Persons Responsible**

Administration and CTE Teacher

#### **Target Dates or Schedule**

Beginning of each semester and during the summer

#### **Evidence of Completion**

School website is accessed, IRIS phone calls, letters

#### **Facilitator:**

CTE Admin and CTE teachers

#### **Participants:**

Students, CTE Admin and CTE teachers

### **Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Survey of students and parents concerning info for CTE programs

**Person or Persons Responsible**

CTE Admin and CTE Teachers

**Target Dates or Schedule**

Each semester

**Evidence of Completion**

Return of surveys

### **Plan to Monitor Effectiveness of G1.B3.S1**

Survey of students and parents concerning info for CTE programs

**Person or Persons Responsible**

CTE Admin and CTE Teachers

**Target Dates or Schedule**

Each semester

**Evidence of Completion**

Return of surveys



**G2.** All teachers will implement effective teaching instruction aligned to standards in alignment Common Core strategies and accommodations for ELL students.

**G2.B1** Teachers lack knowledge of collaborative, data driven analysis and instruction (or cannot or do not implement if they have knowledge of it).

**G2.B1.S1** Provide professional development to assist in understanding clear and measurable revisions to standards.

### **Action Step 1**

Design and deliver PD in quality instruction, Data-based problem solving

#### **Person or Persons Responsible**

Leadership Team, Literacy Leadership Team

#### **Target Dates or Schedule**

Staff must have PLC suggestion emailed to the Literacy Coach by August 29, 2013. Wednesday, September 4, 2013, staff will meet to establish guidelines to facilitate PLCs first meeting. Beginning September 18th, PLCs will meet in assigned rooms to discuss strategies on using data to increase learning.

#### **Evidence of Completion**

IPDP, Surveys, Formal Assessments

#### **Facilitator:**

Literacy Coach

#### **Participants:**

All Teachers

### **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Formal and Informal Observations, IPDP, Formal and informal assessments

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Weekly basis

#### **Evidence of Completion**

iObservations, Surveys

### **Plan to Monitor Effectiveness of G2.B1.S1**

Formal and Informal Observations, IPDP, Formal and informal assessments

#### **Person or Persons Responsible**

Leadership Team

#### **Target Dates or Schedule**

Weekly basis

#### **Evidence of Completion**

CWTs, Lesson Plans, Assessments

**G3.** OHS will try to establish common planning time in grade level/subject/content area.

**G3.B1** The increased amount of students bringing the population over capacity.

**G3.B1.S1** Teachers scheduled with common students according to subject.

#### **Action Step 1**

Scheduling

#### **Person or Persons Responsible**

Administrative team and Guidance

#### **Target Dates or Schedule**

The beginning of each semester

#### **Evidence of Completion**

Schedules of students

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Students progress reports, meeting notes, surveys

#### **Person or Persons Responsible**

Administrative team and Guidance

#### **Target Dates or Schedule**

Each grading period, after each meeting, PLC

#### **Evidence of Completion**

Students progress reports, meeting notes, surveys

### **Plan to Monitor Effectiveness of G3.B1.S1**

Students progress reports, meeting notes, surveys

#### **Person or Persons Responsible**

Administrative Team

#### **Target Dates or Schedule**

Each grading period and administrative meeting

#### **Evidence of Completion**

Students progress reports, meeting notes, surveys

### **Plan to Monitor Fidelity of Implementation of G3.B1.S2**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

### **Plan to Monitor Effectiveness of G3.B1.S2**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

#### **G4. Implement a school-wide common board configuration practice**

##### **G4.B1 Too many initiatives, people are overwhelmed**

##### **G4.B1.S1 Provide administrative support to ease the feeling of being overwhelmed**

###### **Action Step 1**

Develop CBC requirements that are nonnegotiable in the classroom.

###### **Person or Persons Responsible**

Leadership Team

###### **Target Dates or Schedule**

This will be done before the beginning of school.

###### **Evidence of Completion**

Common Board Configuration is visible within the classroom.

###### **Facilitator:**

Reading and Math Coach

###### **Participants:**

All classroom teachers

##### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Conduct Classroom Walk Throughs in order to observe for Common Board Configurations

###### **Person or Persons Responsible**

Leadership Team

###### **Target Dates or Schedule**

Weekly Basis and scheduled times

###### **Evidence of Completion**

Common Board Configurations are observed

### Plan to Monitor Effectiveness of G4.B1.S1

Will take note of how Common Board Configurations are being used

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Weekly basis and scheduled times

**Evidence of Completion**

Teachers are referring to common board configurations throughout the period and students are taking note of the CBC.

**G5.** Each grade level will increase the amount of students achieving 3 or above in reading, math, and science.

**G5.B1** Having time for guided and independent practice of reading skills which will enhance math and science.

**G5.B1.S1** School Wide SSR, teachers following the reading calendar, professional development to increase reading strategies, optional tutoring through 21st century

**Action Step 1**

Provide professional development to implement SSR, understanding of reading calendar

**Person or Persons Responsible**

Reading coach and administration

**Target Dates or Schedule**

Each month during the PLCs

**Evidence of Completion**

Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase

**Facilitator:**

Reading coach, math coach, science department head and administration

**Participants:**

Entire faculty

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Observations, CWTs, Formal and Informal assessments

#### **Person or Persons Responsible**

Reading coach and administration

#### **Target Dates or Schedule**

Through observations, CWTs, Formal and Informal assessments

#### **Evidence of Completion**

Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase

### **Plan to Monitor Effectiveness of G5.B1.S1**

Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase

#### **Person or Persons Responsible**

Reading coach and administration

#### **Target Dates or Schedule**

Through observations, CWTs, Formal and Informal assessments

#### **Evidence of Completion**

Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Osceola High School will use the Title I - Part A to supplement academic instruction. The funds will supplement Core subjects: Reading, Math, Writing, and Science to increase student achievement. The Title I funds will be used to provide professional development and purchase supplemental instructional materials. Osceola High School receives funds to support the Educational Alternative Outreach program. This program provides supplemental instruction and support services that address the special needs of Migrant students. Services are available for all students qualify for MEP.

Osceola School District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the districts Drop-Out program. The funds are used to prevent at-risk students from dropping out of school and provide students with opportunities to returning to an educational setting.

Title II Part A funds are used to supplement all schools through the use of resource teachers/coaches to increase student achievement. It also supplements training through the professional development department at the district office. Training opportunities are offered to increase quality effective teaching to increase student achievement. Title II Part A funds supplementary funds to increase high-quality instructional teachers.

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 at Osceola High School.

Title X funds are used to supplement the Families In Transition student needs which arise as a result of the unique needs brought about by students and families being homeless. The funds are used to meet these unique needs: lack of transportation, lack of require uniforms, offering services to students and non-Title school equivalent to Title I services.

Funds for Supplement Academic Instructions and Extended Learning Opportunities will be used to offer additional instructional assistance during afterschool and Saturdays. These programs will focus on ACT Prep, SAT Prep and Credit Recovery. Instructional teachers will remediate students who are needing additional support. Instructional resource materials will also be purchased.

Osceola High School is a Positive Behavior Support school. We are proactive in awareness, prevention, and control of bullying. We offer this Stop Bullying Now! Program. This program addresses bullying and provide school awareness for violence prevention and student safety. OHS staff is also trained on the district and school emergency management plans.

Osceola High School offers free breakfast all students. In addition to following the guidelines discussed at the district nutrition and wellness committee. The committee is committed to providing school environments with resources and instruction that promotes and protects health, well-being and the physical activity for OHS students and OHS staff.

Students are identified through the use of the district domiciled questionnaire. This form is applied to every student. Parents can also request assistance through the OHS guidance department and the OHS FIT coordinator.

Osceola High School offer students opportunities to participate in the On the Job Training Program.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

### G1. Increase the amount of Career and Technical Education certifications available at OHS.

#### G1.B3 Increasing student awareness and involvement in the programs

##### G1.B3.S1 Provide for opportunities for students to become familiar with the different CTE programs at OHS

#### PD Opportunity 1

Provide advertisement to students and parents

#### Facilitator

CTE Admin and CTE teachers

#### Participants

Students, CTE Admin and CTE teachers

#### Target Dates or Schedule

Beginning of each semester and during the summer

#### Evidence of Completion

School website is accessed, IRIS phone calls, letters



**G2.** All teachers will implement effective teaching instruction aligned to standards in alignment Common Core strategies and accommodations for ELL students.

**G2.B1** Teachers lack knowledge of collaborative, data driven analysis and instruction (or cannot or do not implement if they have knowledge of it).

**G2.B1.S1** Provide professional development to assist in understanding clear and measurable revisions to standards.

### **PD Opportunity 1**

Design and deliver PD in quality instruction, Data-based problem solving

#### **Facilitator**

Literacy Coach

#### **Participants**

All Teachers

#### **Target Dates or Schedule**

Staff must have PLC suggestion emailed to the Literacy Coach by August 29, 2013. Wednesday, September 4, 2013, staff will meet to establish guidelines to facilitate PLCs first meeting. Beginning September 18th, PLCs will meet in assigned rooms to discuss strategies on using data to increase learning.

#### **Evidence of Completion**

IPDP, Surveys, Formal Assessments

#### **G4. Implement a school-wide common board configuration practice**

##### **G4.B1 Too many initiatives, people are overwhelmed**

###### **G4.B1.S1 Provide administrative support to ease the feeling of being overwhelmed**

###### **PD Opportunity 1**

Develop CBC requirements that are nonnegotiable in the classroom.

###### **Facilitator**

Reading and Math Coach

###### **Participants**

All classroom teachers

###### **Target Dates or Schedule**

This will be done before the beginning of school.

###### **Evidence of Completion**

Common Board Configuration is visible within the classroom.

#### **G5. Each grade level will increase the amount of students achieving 3 or above in reading, math, and science.**

##### **G5.B1 Having time for guided and independent practice of reading skills which will enhance math and science.**

###### **G5.B1.S1 School Wide SSR, teachers following the reading calendar, professional development to increase reading strategies, optional tutoring through 21st century**

###### **PD Opportunity 1**

Provide professional development to implement SSR, understanding of reading calendar

###### **Facilitator**

Reading coach, math coach, science department head and administration

###### **Participants**

Entire faculty

###### **Target Dates or Schedule**

Each month during the PLCs

###### **Evidence of Completion**

Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase the amount of Career and Technical Education certifications available at OHS.	\$2
G2.	All teachers will implement effective teaching instruction aligned to standards in alignment Common Core strategies and accommodations for ELL students.	\$28
G5.	Each grade level will increase the amount of students achieving 3 or above in reading, math, and science.	\$10,000
Total		\$10,030

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Evidence-Based Materials	Total
Title Funds, SAI and SAC Funds	\$28	\$0	\$0	\$28
Title funds, SAI and SAC funds	\$0	\$10,000	\$0	\$10,000
SAC, SAI, and CTE Budget	\$0	\$0	\$2	\$2
Total	\$28	\$10,000	\$2	\$10,030

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Increase the amount of Career and Technical Education certifications available at OHS.

**G1.B3** Increasing student awareness and involvement in the programs

**G1.B3.S1** Provide for opportunities for students to become familiar with the different CTE programs at OHS

#### Action Step 1

Provide advertisement to students and parents

#### Resource Type

Evidence-Based Materials

#### Resource

Funds are to be spent on print material

#### Funding Source

SAC, SAI, and CTE Budget

#### Amount Needed

\$2

**G2.** All teachers will implement effective teaching instruction aligned to standards in alignment Common Core strategies and accommodations for ELL students.

**G2.B1** Teachers lack knowledge of collaborative, data driven analysis and instruction (or cannot or do not implement if they have knowledge of it).

**G2.B1.S1** Provide professional development to assist in understanding clear and measurable revisions to standards.

**Action Step 1**

Design and deliver PD in quality instruction, Data-based problem solving

**Resource Type**

Evidence-Based Program

**Resource**

Speakers on CCSS and CIS, Conferences, Research Based Activities

**Funding Source**

Title Funds, SAI and SAC Funds

**Amount Needed**

\$28

**G5.** Each grade level will increase the amount of students achieving 3 or above in reading, math, and science.

**G5.B1** Having time for guided and independent practice of reading skills which will enhance math and science.

**G5.B1.S1** School Wide SSR, teachers following the reading calendar, professional development to increase reading strategies, optional tutoring through 21st century

**Action Step 1**

Provide professional development to implement SSR, understanding of reading calendar

**Resource Type**

Professional Development

**Resource**

Guest speakers and professional development

**Funding Source**

Title funds, SAI and SAC funds

**Amount Needed**

\$10,000