

School District of Osceola County, FL

Osceola High School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Osceola High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Provide access to rigorous courses with interventions to support all students.

b. Provide the 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. OHS also has two intervention specialists who focus on supporting students who are at-risk. The intervention specialists act as advocates for the students to ensure academic and social success.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	232	137	125	118	612	
One or more suspensions	0	0	0	0	0	0	0	0	0	100	107	69	24	300	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	129	171	37	44	381	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	273	227	154	132	786	
	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		
	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	124	108	95	138	465

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. All students have the option to obtain support from certified teachers as well as complete classwork during LASSO. All students have an active roll in identifying areas of concern and having the option to attend different LASSO classes to gain extra assistance.

To address those students who are not meeting our attendance expectations, the Early Truancy Intervention Team will explain to the student and parent that will 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Osceola High School believes that positive parent/family involvement is a key component to reach the greatest student achievement possible and will encourage involvement in all school activities. 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 and Family Engagement Policy (PFEP). 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 PFEP 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

1. School Leadership Team

a. Membership

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

Name	Title
Campbell, Nia	Principal
Bryant, Bronsky	Assistant Principal
Remy, Christina	Assistant Principal
Cleveland, Melanie	Assistant Principal
Rivera, Ivet	Assistant Principal
Morgan, Shaquana	Dean
Rosado, Jennifer	Dean
Perez Gonzalez, Steven	Dean
Conners, Vivian	Instructional Coach
Ortiz, Ivett	Instructional Coach
Crafton, Lynda	Instructional Coach
Rodriguez, Maria	Instructional Coach
Carr, Michelle	Instructional Coach
Jimenez, Esther	Other
Watson, Yudith	Teacher, ESE
Gleason, Charlotte	School Counselor

b. Duties

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

MTSS Team

Ivett Rivera- Assistant Principal - Administrator overseas the MTSS process and ensures policies and procedures are followed.

Lynette Burton - CCC - Provides guidance to students on career and college choices.

Ivett Ortiz - MTSS/Learning Resource Specialist - director of the MTSS process. Compiles information and coordinates with all the stakeholders.

Lynda Crafton - Math Coach - Provides insight to math requirements on campus.

Vivian Conners - Literacy Coach - Provides insight to literacy requirements on campus

Maria I. Rodriguez - Science Coach - Provides insight to science requirements on campus.

Esther Jimenez - ESOL - Provides insight to ELL students and monitors their progression.

Michelle Carr - RCS - Provides guidance on ESE and federal laws.

Charlotte Gleason - Guidance Counselor - Provides guidance on grades, scheduling and curriculum.

Heather Franco - School Psychologist - Provides guidance and testing to our student body

Yudith Watson - Speech Pathologist - Provides guidance and support of student body in regards to speech pathology.

Steven G. Perez - Dean - monitors campus discipline and attendance.

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 three groups, academic, attendance 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 English Language Arts, Mathematics, 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
Lynette Burton	Teacher
Michele Kratochvil	Parent
Kevin Lewis	Student
Nichole Glover	Teacher
Felisa Lewis	Parent
Kevin Lewis, Sr.	Parent
Herb Green	Parent
Lisa Green	Parent
Andrea DeSouza	Parent
Dave Gordaizo	Parent
Marisol Diaz	Student
Janet McFadden	Parent
Stephanie Pierrot	Student
Robert Bussiare	Business/Community
Kathy Wilson	Parent
Gabriel Ramirez	Student
Kim Dunn	Parent
Pamela Shelton	Parent
Rebecca Godwin	Education Support Employee
Mike Kratochvil	Parent
Jeanne Britton	Parent
Nia Campbell	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC will be introduced to our 2017-2018 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 2017 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.

Scientific Calculators - \$1,851.94.

College Visits (FSU/UF) - \$1000.00

College Visit (USF) - \$500.00

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
Rosado, Jennifer	Dean
Conners, Vivian	Instructional Coach
Bryant, Bronsky	Assistant Principal
Remy, Christina	Assistant Principal
Cleveland, Melanie	Assistant Principal
Campbell, Nia	Principal
Ortiz, Ivett	Instructional Coach
Burton, Lynette	School Counselor

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 are to 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. New teachers also receive on-going support throughout the school year with our mentor coordinator.

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 2017, 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 (Algebra, Reading Plus) 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 compiled 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: After School Program

Minutes added to school year: 6,000

OHS will use additional SAI funds along with Title I funds to provide after-school learning activities in Math and Science. This will enable the teachers to meet the needs of their students in order to improve students' academic proficiency.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Campbell, Nia, nia.campbell@osceolaschools.net

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, FSA, 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' common formative assessment data.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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, our incoming freshmen class benefit from LASSO because it 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 College & Career Counselor assists students with their 4 year high school plan to pursue post secondary education. 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 presentations during the school day and for students and families after school. Remind 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 is surveyed on their interests. Students are also able to take CTE courses. Such courses as Agriculture, Business Technology, Engineering & Technology Education, Health Science, Hospitality & Tourism, Information Technology, Marketing, and Sales & Service 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 a number of courses that integrate career and technical education over the past few years. We currently offer Electrocardiograph, 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If ALL teachers work in collaborative groups to build their capacity to effectively plan and deliver rigorous standards-based instruction then ALL student achievement will increase.

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. If ALL teachers work in collaborative groups to build their capacity to effectively plan and deliver rigorous standards-based instruction then ALL student achievement will increase. 1a

G095456

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (VAM)	80.0
Effective+ Administrators	95.0
FSA ELA Achievement	51.0
ELA/Reading Gains	67.0
Algebra I EOC Pass Rate	51.0
Bio I EOC Pass	70.0
U.S. History EOC Pass	70.0
FSA ELA Achievement - SWD	51.0
FSA ELA Achievement - ELL	51.0
ELA/Reading Lowest 25% Gains	67.0
Math Lowest 25% Gains	67.0
FSA Mathematics Achievement	67.0

Targeted Barriers to Achieving the Goal 3

- Fixed Mindset - Faculty and Staff have the mindset that OHS current situation remains the same.
- Teacher Capacity of effective teacher strategies need to increase.
- Amount of classroom referrals

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I is a funding source to purchase professional development, provide salaries for some of our academic coaches/intervention specialists, and provide opportunities for professional growth through stipends.
- Academic Coaches have been trained to deliver professional developments and effective coaching.
- Business partners who donate incentives.
- District personnel who will provide valuable resources and guidance.
-
-

Plan to Monitor Progress Toward G1. 8

Lesson Plans, PLC common formative assessments and PLC logs

Person Responsible

Nia Campbell

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PLC logs, FOCUS meeting data

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

 = Problem Solving Step  S123456 = Quick Key

G1. If ALL teachers work in collaborative groups to build their capacity to effectively plan and deliver rigorous standards-based instruction then ALL student achievement will increase. 1

 G095456

G1.B1 Fixed Mindset - Faculty and Staff have the mindset that OHS current situation remains the same. 2

 B257025

G1.B1.S1 Job Embedded Professional Development for faculty to create a school culture of growth mindset. 4

 S271916

Strategy Rationale

Research based benefits of teacher effectiveness for staff development of teacher skills

Action Step 1 5

MindSet Works - Presenter will train teachers on the benefits of growth mindset for student achievement.

Person Responsible

Christina Remy

Schedule

On 8/30/2017

Evidence of Completion

Administration observation and eleot data.

Action Step 2 5

Solution Tree Consultant will discuss the importance of rigor on student achievement.

Person Responsible

Christina Remy

Schedule

On 1/25/2018

Evidence of Completion

Lesson Plans and Common Formative Assessment data

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

FOCUS meetings are when each academic coach reviews common formative, MTSS and discipline data. The meetings are with the principal, assistant principal and each member of the leadership team. Data is discussed along with actions steps.

Person Responsible

Nia Campbell

Schedule

Monthly, from 9/5/2017 to 5/1/2018

Evidence of Completion

Level of student proficiency on standards-based common formative assessments.

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

Test Scores from common formative assessments

Person Responsible

Nia Campbell

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

State Scores

G1.B1.S2 Professional Learning Communities are an opportunity for teachers to collaborate for student achievement. 4

 S271917

Strategy Rationale

Collaboration is essential for effective instruction and development of teacher capacity. Hattie's effect size is 1.57

Action Step 1 5

Implementation of PLCs with fidelity.

Person Responsible

Nia Campbell

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PLC Logs

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

Administration Observations

Person Responsible

Nia Campbell

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Administration Notes, PLC logs and Assessment data.

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

Student performance on common formative assessments

Person Responsible

Nia Campbell

Schedule

Every 6 Weeks, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teacher data on student performance supplied by academic coaches.

G1.B2 Teacher Capacity of effective teacher strategies need to increase. 2

 B257026

G1.B2.S1 Professional Learning Communities 4

 S271918

Strategy Rationale

Collaboration is essential for effective instruction and development of teacher capacity. Hattie's effect size is 1.57.

Action Step 1 5

Administrative Monitoring of PLCs

Person Responsible

Nia Campbell

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Administration Notes, PLC logs and Assessment data

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

Administration observation of PLCs and review of PLC logs

Person Responsible

Nia Campbell

Schedule

On 5/31/2018

Evidence of Completion

PLC logs and assessments

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

Student success on common formative assessments

Person Responsible

Nia Campbell

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Student performance data on common formative assessments

G1.B2.S2 Coaching Conversations 4

 S271919

Strategy Rationale

Coaching conversations will get teachers focused on evaluating their impact on campus (Hattie's effect size:.91) and being explicit with teachers and students about what success looks on campus (Hattie's effect size:.77)

Action Step 1 5

Academic Coaches will coach teachers

Person Responsible

Christina Remy

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Coaches' logs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Monthly FOCUS meetings - FOCUS meetings are when each academic coach reviews common formative, MTSS and discipline data. The meetings are with the principal, assistant principal and each member of the leadership team. Data is discussed along with actions steps.

Person Responsible

Christina Remy

Schedule

Monthly, from 9/5/2017 to 5/1/2018

Evidence of Completion

Coaches' logs, Common formative assessment data and teacher observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Weekly coaches' meetings

Person Responsible

Christina Remy

Schedule

Weekly, from 8/18/2017 to 5/31/2018

Evidence of Completion

Coaches' logs, lesson plans and pacing guides

G1.B2.S3 Marzano's Observation Cycle 4

 S271920

Strategy Rationale

Feedback to teachers from administrators is an essential element for teacher growth. Hattie's effect size is .77

Action Step 1 5

Development of teacher capacity and understanding of Marzano's best practice elements

Person Responsible

Nia Campbell

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Administration observations

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Teacher Observations and participation in professional development

Person Responsible

Nia Campbell

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Observation data

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Observation Feedback to teachers

Person Responsible

Nia Campbell

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Administrator conference logs and teacher observation ratings.

G1.B3 Amount of classroom referrals 2

 B257027

G1.B3.S1 PBIS - Positive Behavior Interventions and Support 4

 S271921

Strategy Rationale

Positive Behavior Intervention Supports is a research-based process to improve the school culture and classroom management.

Action Step 1 5

Implement PBIS action plan.

Person Responsible

Bronsky Bryant

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Discipline Data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monthly FOCUS meetings in which discipline and attendance data will be discussed and Weekly Dean meetings.

Person Responsible

Bronsky Bryant

Schedule

Monthly, from 9/5/2017 to 5/8/2018

Evidence of Completion

Deans will collect data on discipline.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

PBIS coordinator and team will monitor discipline data, PBIS action plan and teacher participation.

Person Responsible

Steven Perez Gonzalez

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Discipline data, positive referrals behavior management plan and survey feedback.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B1.S1.A1 A364636	MindSet Works - Presenter will train teachers on the benefits of growth mindset for student...	Remy, Christina	8/30/2017	Administration observation and elect data.	8/30/2017 one-time
G1.B1.S1.A2 A364637	Solution Tree Consultant will discuss the importance of rigor on student achievement.	Remy, Christina	1/25/2018	Lesson Plans and Common Formative Assessment data	1/25/2018 one-time
G1.B1.S1.MA1 M390265	FOCUS meetings are when each academic coach reviews common formative, MTSS and discipline data. The...	Campbell, Nia	9/5/2017	Level of student proficiency on standards-based common formative assessments.	5/1/2018 monthly
G1.B2.S2.MA1 M390271	Monthly FOCUS meetings - FOCUS meetings are when each academic coach reviews common formative, MTSS...	Remy, Christina	9/5/2017	Coaches' logs, Common formative assessment data and teacher observations	5/1/2018 monthly
G1.B3.S1.MA1 M390275	Monthly FOCUS meetings in which discipline and attendance data will be discussed and Weekly Dean...	Bryant, Bronsky	9/5/2017	Deans will collect data on discipline.	5/8/2018 monthly
G1.MA1 M390276	Lesson Plans, PLC common formative assessments and PLC logs	Campbell, Nia	8/10/2017	PLC logs, FOCUS meeting data	5/31/2018 monthly
G1.B1.S1.MA1 M390264	Test Scores from common formative assessments	Campbell, Nia	8/10/2017	State Scores	5/31/2018 monthly
G1.B2.S1.MA1 M390268	Student success on common formative assessments	Campbell, Nia	8/10/2017	Student performance data on common formative assessments	5/31/2018 quarterly
G1.B2.S1.MA1 M390269	Administration observation of PLCs and review of PLC logs	Campbell, Nia	8/10/2017	PLC logs and assessments	5/31/2018 one-time
G1.B2.S1.A1 A364639	Administrative Monitoring of PLCs	Campbell, Nia	8/10/2017	Administration Notes, PLC logs and Assessment data	5/31/2018 weekly
G1.B3.S1.MA1 M390274	PBIS coordinator and team will monitor discipline data, PBIS action plan and teacher participation.	Perez Gonzalez, Steven	8/10/2017	Discipline data, positive referrals behavior management plan and survey feedback.	5/31/2018 monthly
G1.B3.S1.A1 A364642	Implement PBIS action plan.	Bryant, Bronsky	8/10/2017	Discipline Data	5/31/2018 daily
G1.B1.S2.MA1 M390266	Student performance on common formative assessments	Campbell, Nia	8/10/2017	Teacher data on student performance supplied by academic coaches.	5/31/2018 every-6-weeks
G1.B1.S2.MA1 M390267	Administration Observations	Campbell, Nia	8/10/2017	Administration Notes, PLC logs and Assessment data.	5/31/2018 biweekly
G1.B1.S2.A1 A364638	Implementation of PLCs with fidelity.	Campbell, Nia	8/10/2017	PLC Logs	5/31/2018 monthly
G1.B2.S2.MA1 M390270	Weekly coaches' meetings	Remy, Christina	8/18/2017	Coaches' logs, lesson plans and pacing guides	5/31/2018 weekly
G1.B2.S2.A1 A364640	Academic Coaches will coach teachers	Remy, Christina	8/10/2017	Coaches' logs	5/31/2018 daily
G1.B2.S3.MA1 M390272	Observation Feedback to teachers	Campbell, Nia	8/10/2017	Administrator conference logs and teacher observation ratings.	5/31/2018 weekly
G1.B2.S3.MA1 M390273	Teacher Observations and participation in professional development	Campbell, Nia	8/10/2017	Observation data	5/31/2018 monthly
G1.B2.S3.A1 A364641	Development of teacher capacity and understanding of Marzano's best practice elements	Campbell, Nia	8/10/2017	Administration observations	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. If ALL teachers work in collaborative groups to build their capacity to effectively plan and deliver rigorous standards-based instruction then ALL student achievement will increase.

G1.B1 Fixed Mindset - Faculty and Staff have the mindset that OHS current situation remains the same.

G1.B1.S1 Job Embedded Professional Development for faculty to create a school culture of growth mindset.

PD Opportunity 1

MindSet Works - Presenter will train teachers on the benefits of growth mindset for student achievement.

Facilitator

MindSet Works

Participants

Faculty, Administration

Schedule

On 8/30/2017

PD Opportunity 2

Solution Tree Consultant will discuss the importance of rigor on student achievement.

Facilitator

Anthony Muhammad

Participants

Faculty

Schedule

On 1/25/2018

G1.B2 Teacher Capacity of effective teacher strategies need to increase.

G1.B2.S3 Marzano's Observation Cycle

PD Opportunity 1

Development of teacher capacity and understanding of Marzano's best practice elements

Facilitator

Dr. Beth Davis

Participants

Faculty

Schedule

Monthly, from 8/10/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	MindSet Works - Presenter will train teachers on the benefits of growth mindset for student achievement.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0081 - Osceola High School	Title, I Part A		\$6,000.00
2	G1.B1.S1.A2	Solution Tree Consultant will discuss the importance of rigor on student achievement.				\$0.00
3	G1.B1.S2.A1	Implementation of PLCs with fidelity.				\$0.00
4	G1.B2.S1.A1	Administrative Monitoring of PLCs				\$0.00
5	G1.B2.S2.A1	Academic Coaches will coach teachers				\$0.00
6	G1.B2.S3.A1	Development of teacher capacity and understanding of Marzano's best practice elements				\$0.00
7	G1.B3.S1.A1	Implement PBIS action plan.				\$0.00
Total:						\$6,000.00