

School District of Osceola County, FL

# St. Cloud High School



2017-18 Schoolwide Improvement Plan

## St. Cloud High School

2000 BULLDOG LANE, St Cloud, FL 34769

www.osceolaschools.net

### School Demographics

#### School Type and Grades Served (per MSID File)

High School  
PK, 9-12

#### 2016-17 Title I School

No

#### 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)

65%

#### Primary Service Type (per MSID File)

K-12 General Education

#### Charter School

No

#### 2018-19 Minority Rate (Reported as Non-white on Survey 2)

64%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

St. Cloud High School is a positive, nurturing and safe environment where everyone participates in building pathways to success through rigor, hard work, responsibility and accountability.

Failure is not an option.

##### b. Provide the school's vision statement.

Saint Cloud High School will outperform all other schools in the state of Florida.

#### 2. School Environment

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

Saint Cloud High has an hour lunch daily. During the first half of lunch we implement a Purposeful Academic Work Session (PAWS) time midday. This time serves multiple purposes in which students can either receive remediation, enrichment, or attend specific clubs that interested them. PAWS time allows teachers to select specific students and work with them in small groups building relationships that result in academic success. In addition, a wide variety of extracurricular clubs and programs like the Best Buddies, Golden Girls Dance Team, French and Spanish Clubs, Gaming Club, Jazz Band, etc. allow students of multiple ethnic and cultural backgrounds to connect with the school and teachers. Teachers are trained and encouraged to conduct student-centered instruction providing students with choice and opportunities to express their cultural backgrounds. In addition, SCHS has many student lead organization such as Student Government, Class Officers by grade Level and School Task Forces that all have teacher sponsors. These groups work together to explore ways to celebrate student success from academics to cultural accomplishments which are then showcased at pep rallies, student recognition ceremonies, and club rushes during lunch at the beginning of each quarter.

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

SCHS values our students and are constantly reminding them how they contribute to making our campus a safe place. We utilize our school announcements throughout the day to keep student informed and showcase student accomplishments. Our digital media classes also create public service announcements that discuss current issues and model how situations can be handled. All staff and teachers are held to a standard of high expectations, respect vs. ridicule, and teaching students a growth mindset.

Supervision on campus is also key. Administration and key staff members have assigned duty spots in the morning as well as in the afternoon. During lunch teacher are assigned a lunch duty on a two week rotational basis. Coaches and teachers are instructed to never leave students unattended. Administration shares rotating duties at all after school events from sports to concerts. Law enforcement (SRO) and security guard are always present.

**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.**

Teachers are trained to proactively prevent discipline issues by using student-centered, high engaging lesson activities. Although not a PBS school, the PBIS model is followed concerning warning, teacher consequence, parent contact, referral progressive process regarding discipline incidents. All teachers are asked to post and share our Discipline Matrix with students as it clearly indicates top student infractions as well as the consequence. In order to share student successes, teachers can use positive referrals to reinforce positive behaviors and character traits, nominate students who exhibit certain characteristics to be the student of the month, or mail home a PAWSitive News postcard to parents. Quarterly, students can also earn rewards for maintaining good grades, showing academic improvement from quarter to quarter or for maintaining good attendance.

Character trait videos are also developed by our students in the Digital Video program and reinforced through morning announcements. Deans hold students accountable for referrals written by teachers with consequences ranging from detentions to ISS or OSS. Community service and reverse discipline practices are also exercised in order to teach students how to make amends for mistakes.

**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.**

We have a team of 5 counselors and one College and Career Counselor to make presentations, create support groups, and provide crisis intervention. In addition, a school psychologist and social worker are available for student's social-emotional needs. Through our PAWS program, we have developed a mentor system where either a teacher or student is paired with another student who is struggling academically or socially. Our Best Buddies work with the ESE population in particular meeting their social-emotional needs with events like prom, talent show, and monthly lunch socials.

### 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.**

Our EWS includes all of the indicators above including retentions/behind cohort group and GPA below 1.5. These students once identified are placed into Tier 2 or 3 MTSS interventions through our PAWS program. Those who will not graduate due to the EWS indicators are called to a family conference with the admin and guidance and encouraged to pursue an alternate school in order to graduate, or possible placement in our school within a school where credit recovery on the computers is the main purpose.

**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	0	78	96	119	293	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	41	39	20	100	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	23	19	48	29	119	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	169	94	147	189	599	



**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	0	38	66	77	181

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

The students indicated with EWS's are tracked on a consistent basis through the MTSS process. The team works together to create individual academic plans based on the student's area of need and each student is assigned a case manager that tracks student data and progress. At MTSS meetings the data for these students is reviewed to determine next steps. Examples of strategies employed are assigning students mentors, assigning PAWS schedules, academic contracts or attendance contracts tied to rewards, reverse discipline contracts, scheduling students for peer/small group teacher tutoring, or assigning students to a school within a school (actively teaching of growth mindset and completion of course work via computer program).

**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**

We use a variety of methods to promote parent involvement. Parents are invited to become a part of SAC, as well as attend open house, guidance information nights based on specific student cohorts, curriculum fairs, awards ceremonies, parent engagement meetings where free child care and dinner are provided, and student performances/sporting events, etc. Teachers utilize group emails and Remind 101 to include parents in class updates, upcoming assignments and homework. Many teachers post student assignments and comments directly in Focus (student's grade book) account. School information, events, and updates are posted on many platforms to ensure that accurate and timely information is communicated to all stake-holders. Information is provided on our school website, Focus, via our districts weekly TIPs, via twitter account, Remind 101, and Facebook. Athletic banquets are held at the conclusion of seasons to celebrate student success with parents. Parents are encouraged to provide the school with feedback either online or on site via our customer service survey. This information is reviewed by administration periodically in order to determine what improvements can be made.

**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.**



SCHS maintains relationships with several business partners in the community. Our business partners attend school wide events (both academic and athletic), allow fundraising at their places of business, and provide our school with resources for our students such as coupons, gift cards, food items, etc. SCHS continues to look for opportunities that allow our students to have hands on experiences. We have joined NAF to improve our health science academy. Through NAF students will seek paid internships as we team up with professionals in the health care field. In addition, by Land or Lake is a non-profit recreational rental company formed by the Business Institute at SCHS. Partnerships with the city of St. Cloud as well as local rental companies have made this venture possible. Our school also attends Chamber of Commerce and Rotary meetings. We have spoken at the Chamber of Commerce meeting presenting our Business Academy, AVID, and school-within-a-school programs to solicit professional relationships like guest speakers, job shadowing, and internships.

## 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
Fancher, Nate	Principal
Schwartz, Jeff	Assistant Principal
Wrona, Jennifer	Assistant Principal
Morales, Melissa	Assistant Principal
Holmes, Stephanie	Instructional Coach
Godfrey, Stephanie	Instructional Coach
Martin, Susan	Teacher, K-12
Muller, Shane	Dean
Beckel, Andrea	Dean
Santos, Zoraida	Dean
Bruns, Diane	Teacher, K-12
Kalashnikova, Anna	Instructional Coach

#### b. Duties

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

Each member of the Leadership Team plays a vital role in the creation and implementation of both our MTSS goals and SIP goals. The members include: Mrs. Morales (AP/MTSS Coach) provides the agenda and facilitates the bimonthly MTSS meetings. She pulls/monitors math data specifically in the areas of Algebra, Geometry, Intensive Math, and Liberal Arts to assess students in need of further intervention; Mrs. Wrona (API) oversees and monitors students who have GPA's below 1.5 and are behind in credits. She works directly with schools to place students in alternative settings in which they can succeed; Mr. Schwartz (APC) who oversees school discipline and monitors student attendance. He also monitors student success within our CTE courses to ensure each student leaves SCHS with an acceleration point; Mr. Muller (Dean) oversees and monitors students behaviors and assists in creating specific plans who require behavioral interventions; Mrs. Holmes (Literacy Coach), oversees and monitors student progression in both English and Reading class (especially Int. Reading as they are already Tier II) by gathering relative data from Reading Plus programs and

teacher quarterly assessments; Ms. Carrington (School Psychologist) observes students, reads/completes evaluations on students and meets with students in need of counseling; Mrs. O'Dell (Guidance Counselor) monitors and assists at-risk freshmen whom have repeated either before they reached high school or while in 9th grade; Mrs. Rizer (Guidance Counselor) monitors sophomores behind in credits and with GPA's below a 2.0; Ms. Crowell and Mr. Cordero (Guidance Counselor) monitors and assists at-risk Juniors/Seniors, Ms. Pontillo assists the MTSS Coach with proper documentation of students in Tier II and Tier III and monitors all Seniors who are have not fulfilled a graduation requirement (i.e., Alg 1 FSA, Online Class, Etc.); Ms. Kalashnikova (ELL Compliance Specialist) assists with Tier II interventions during PAWS and creates specific plans for students who require academic interventions; Ms. Godfrey (RCS) assists with Tier III evaluations, meetings, and reports.

**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.**

#### Title I, Part C-Migrant

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

#### Title I, Part D

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

#### Title II

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

#### Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students. IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

#### Title IX

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Darbi Roman	Student
Zulleika Alicea Velez	Parent
Dharma Byron	Parent
Lisa Coamey	Parent
Wade Davis	Parent
Nanette Davis	Parent
Lori Dixon	Parent
Nate Fancher	Principal
Chris Gearity	Parent
Eric Gentry	Parent
Norma Gutierrez	Parent
Edward Gutierrez	Parent
Zorida Hellmer	Parent
Barry Hellmer	Education Support Employee
Gary Johndro	Parent
Darla Kelly	Parent
Catherine King-Chuparkoff	Parent
Lynne Larkins	Parent
Mary Mann	Education Support Employee
Lori Miller	Parent
Shane Muller	Education Support Employee
Katie Napolitano	Teacher
Karen Ozment	Parent
Michelle Porto	Education Support Employee
Emma Vandenberg	Teacher

## 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*

The administrative team will present SAC with data regarding progress towards the SIP goals from last year.

#### *b. Development of this school improvement plan*

A workshop was held for stakeholders to provide idea contributions for our academic achievement problem solving goals for the school. SAC will provide additional input to improve the SIP plan and wrequest progress monitoring updates at the monthly meetings.

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

SAC ultimately approves the plan for school recognition funding. Teachers requesting SAC funds for things like professional development and student recognition must submit a form approved by the principal and then presented to SAC for approval.

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

Student mentoring, \$366.25

Student Incentives, \$170.15

Student Recognition, \$649.25

FCCLA State Conference, \$630

Le Congres De La Culture (French) State Conference, \$1390

Math Nation Student Workbooks which provide students with exposure to FSA style questions \$3,500

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

Name	Title
Fancher, Nate	Principal
Martin, Susan	Teacher, K-12
Holmes, Stephanie	Instructional Coach
Wrona, Jennifer	Assistant Principal
Kalashnikova, Anna	Instructional Coach
Bruns, Diane	Teacher, K-12

**b. Duties**

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

The LLT's major initiative is to promote literacy across the curriculum. Our team works together to provide content area specific Professional Developments as well as PLC specific support that focuses on teaching literacy strategies that will help all students. We have recently started an ELL task force whose focus is identifying one to two strategies per content area that will be implemented within each department. In addition, our AVID site team has members for various departments who meet on a monthly basis to discuss literacy strategies that correlate to the AVID program. Monthly our PLCs determine what common strategy they will implement. Teams will then document use of the strategies within their lesson plans and teams will review data weekly to discuss the strategies impact on student learning. In addition, the reading and writing coaches will be visible in PLCs on a consistent basis assisting teachers in reading and writing strategies which can be utilized in any content area.

**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.**

At SCHS we value the PLC process and giving our teams time throughout the week to collaborate. Administration provides support to teams on how to build a collaborative environment where norms are agreed upon and followed by all members. Weekly PLCs meet for an hour during early dismissal on Wednesdays as well as for an additional 24 minutes a week during PAWs. Teams assess what stage in the PLC process they begin the year at, then again mid year and at the close of the year. Our new lesson plan allows teams to strategically plan common formative assessments that align to the essential standards and at the correct depth of knowledge. Teachers actively discuss data on formatives and discuss next steps. The lesson plan, common formatives, and all other PLC deliverables will be stored on a public share drive or OneDrive as a working document available for core teachers, support teachers, and administration to work collaboratively towards improving student learning.

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

We employ multiple means to help recruit and retain highly qualified teachers. Our district sends personnel to job fairs in other states and provides us with a list of top prospects to contact. In addition, our district HR department searches various teacher application web sites to send us candidates beyond those who apply on our district online system TeacherMatch. We attend the Great Florida Teach In job fair as well as those offered by local universities like UCF. We partner with local colleges so that student interns can gain hands on experiences within the classroom. Administrators and the mentor teacher provide feedback throughout the course of the internship and all student interns are interviewed at the conclusion of their internship in hope they will become a part of the school. As for retention, we have a mentoring program for new hires. The mentoring program lead has monthly meetings with the teachers and creates professional developments based on their needs. We use both district and site-based professional development to help teachers with best practice and to prepare for certification tests. The Teacher Match system provides scores on potential instructional candidates to help ensure that the best teacher for the job is selected.

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

Our mentoring program includes a separate training/meeting for new hires and their mentors prior to the start of the school year. Additional meetings are arranged throughout the year on a regular basis facilitated by Stephanie Holmes our Literacy Coach. The meetings change based on the teacher/mentor needs. At times training will provide information on best practice, discuss behavior management strategies, or discuss general observations of the mentor as well as other teachers. The district has a portfolio plan for new hires and the mentors as well as AP Jennifer Wrona, responsible for PD, help the new hires with this process. Strategic pairings are made between mentor and protege based upon similar subject, department, strongest teachers, years of experience, etc.

## **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.**

Core instructional programs will utilize the District SharePoint for accessing standards and district-created curriculum unit plans/curriculum pacing guides. Test specs and practice tests will be utilized

through the Florida Standards Assessments portal, in addition to Osceola Writes and teacher created formative assessments directly aligned to the FSA assessed standards.

## **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.**

Data is collected through PLC common formatives as well as teacher created quarterly exams and computer programs such as Reading Plus and Math Nation. This data is analyzed as part of the PLC process. Teachers identify weakness areas and struggling students and collectively discuss the best approaches to remediate and differentiate proactively. Our PAWS program allows teachers to select small groups of students with specific deficiencies and work with them during our lunch period as a true intervention. ESE and ESOL accommodations and modifications are present in the PLC lesson plan and discussions in addition to remedial groups. We also have a school-within-a-school called the PRIDE School to have an alternative on campus for students proven unsuccessful in the traditional school setting. Key components of the PRIDE School include teacher/student tutors, goal setting/self progress tracking/incentive system, self-paced learning environment, and 18 credit grad plan for dual enrollment at TECO.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 7,680

SAI dollars are utilized in extended learning after school for drop-out prevention, grade forgiveness, and credit recovery through the Plato lab on Tuesdays and Thursdays for two hours each day for up to 30 students. Students in need of Tier 2 and Tier 3 academic are asked to attend specific remediation in the area of reading and mathematics twice a week for 30 minutes

### **Strategy Rationale**

Some students need extra time or repeat exposure in various learning methods in order to retain and comprehend knowledge and process skills.

### **Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Schwartz, Jeff, [jeffrey.schwartz@osceolaschools.net](mailto:jeffrey.schwartz@osceolaschools.net)

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

All students who participate in a program funded by SAI dollars are tracked for GPA and FSA score improvements. In addition to the number of times they attend, the subject type of activity is tracked as well.

**Strategy: Weekend Program**

**Minutes added to school year: 1,200**

SAI dollars are used to fund our Saturday School program. This includes a combination of reading, math, and ESE teachers for 2 hours for 5 Saturdays a semester. Activities include credit recovery through Plato as well as tutoring in math and reading in particular. EOC bootcamps are conducted as well to prepare students for these tests.

***Strategy Rationale***

Some students need extra time or repeat exposure in various learning methods in order to retain and comprehend knowledge and process skills.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Fancher, Nate, [nathaniel.fancher@osceolaschools.net](mailto:nathaniel.fancher@osceolaschools.net)

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

All students who participate in a program funded by SAI dollars are tracked for GPA and FCAT score improvements. In addition to the number of times they attend, the subject type of activity is tracked as well.



**Strategy: Summer Program**

**Minutes added to school year: 13,440**

Summer School is funded by SAI dollars/grants. The following courses are provided: CIW industry certification, Driver's Ed, Impact (credit recovery), Alg EOC Remediation, and Extended School Year for ESE students.

**Strategy Rationale**

Some students need extra time or repeat exposure in various learning methods in order to retain and comprehend knowledge and process skills. The CIW industry certification course was designed as both an orientation to the high school and Business Academy as well as the opportunity to earn high school credit and an industry certification for students.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Fancher, Nate, nathaniel.fancher@osceolaschools.net

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

Teachers track attendance and report grades/grade changes for those eligible. For Alg 1 teachers have students take a diagnostic test at the start of the summer and students track their improvement. Improvements in students FSA score from the end of the year is compared to the assessment retaken at the end of the summer. Industry certifications earned will be documented through student records.

## **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.**

For incoming middle school students, we have held vertical articulation trainings for teachers and met with the middle school administration to offer CTE courses that support our Business Academy. In addition, we offer summer courses to freshmen to serve as both an orientation and opportunity to earn credit/industry certification (CIW). As for the post secondary transition, we offer DE and AP courses on our campus. In addition, we have a College and Career counselor who develops a career plan with every student and promotes events like College and Career Days, Got College events/field trips, and support with completing post secondary applications and scholarships.

### **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.**

In addition to our CTE programs, we offer Advanced Placement, Dual Enrollment, and Honors level course work to help students prepare for any college and career options they desire. Our counseling

department has a College and Career Specialist to assist students with the post-secondary application process. College fairs, scholarship nights, curriculum fairs, grade-level informational meetings, and one-on-one scheduling opportunities are just a few of the activities we have to help students develop a progression plan that is right for them.

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

We currently have 9 Career and Technical Education programs, with half of those being CAPE Academies. These academies connect career course teachers with academic core teachers who conduct interdisciplinary projects and instruction together. These relationships help students see the relevance between their classes while preparing them for the future.

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

Graduation requirements are tracked by counselors for the students assigned to them by alphabet. Plato courses are used during, after, and for summer school to improve graduation rates. AP courses are promoted using the PSAT and AP Potential report from College Board. We have our entire 9th and 10th grades take the PSAT and a majority of 11th graders as well. Our College and Career counselor works with students concerning tracking for Bright Futures Scholarships. We have recently added 4 DE courses offered here on campus to help those students who do not have transportation to Valencia. We offer the English 4 College Prep course as well as Math for College Readiness course to help students with post-secondary readiness. Finally, we look for every opportunity to partner with universities to help our students. Some example is the Construction and Medical Pipeline Partnership between our district, Valencia, and UCF. Another example is the music and drama articulation with Valencia.

**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.**

Although the current High School Feedback report contains data only up to 2015, the following are weakness areas based upon 3 year trend data and will be a focus of improvement: Percent of 2015 graduates who completed at least one AP, IB, AICE or Dual Enrollment course and Percent of 2015 graduates who took the SAT;

In order to ensure that address these weaknesses, we must develop career plans for all students as early as possible and expose students to higher order thinking questions in all content areas. We also need to continue to offer the amount of AP and DE classes we offer and provide students with extra support to help them succeed in these challenging courses. In order to increase the amount of students taking the SAT, we currently utilize satpractice.org as a test prep tool with students. In addition, our district is now ensuring all students have the opportunity to take this assessment by offering a school day SAT for Juniors and Seniors. Students will be held accountable for applying for postsecondary opportunities and reporting their plans as privileges will be retracted upon a failure to complete these responsibilities.

## 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 staff work collaboratively in a high-functioning PLC, then all students will increase their achievement across all content areas.

## 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 staff work collaboratively in a high-functioning PLC, then all students will increase their achievement across all content areas. 1a

G095470

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Lowest 25% Gains	50.0
ELA/Reading Gains	52.0
FSA ELA Achievement - ELL	15.0
FSA Mathematics Achievement	60.0
FSA ELA Achievement - SWD	25.0
Math Lowest 25% Gains	50.0
Math Gains	55.0
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	60.0
Bio I EOC Pass	70.0
U.S. History EOC Pass	78.0
AP Exam Passing Rate	40.0
4-Year Grad Rate (Standard Diploma)	95.0

**Targeted Barriers to Achieving the Goal** 3

- All students are not held accountable for learning
- Lack of collaboration among co-teachers
- Lack of shared PLC responsibility for focus on FSA/EOC standards based activities and question types

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

- academic coaches, district PLC coach, administration, ESE Compliance Specialist , ESOL Compliance Specialist

**Plan to Monitor Progress Toward G1.** 8

Review quarterly data with PLC to determine what percent of students reached proficiency for each power standard

**Person Responsible**

Jennifer Wrona

**Schedule**

Quarterly, from 8/10/2017 to 4/1/2018

**Evidence of Completion**

Data desegregated by subgroup and documented within unitl plan.

**Plan to Monitor Progress Toward G1. 8**

PLC Seven Stages Survey

**Person Responsible**

Jennifer Wrona

**Schedule**

Triannually, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Survey completed by each PLC

**Plan to Monitor Progress Toward G1. 8**

Review quarterly data with all teachers to share progress across all content areas

**Person Responsible**

Jennifer Wrona

**Schedule**

On 4/1/2018

**Evidence of Completion**

Faculty meeting Agenda

**Plan to Monitor Progress Toward G1. 8**

Review of Strategic School Improvement Plan

**Person Responsible**

Melissa Morales

**Schedule**

Monthly, from 8/22/2017 to 5/15/2018

**Evidence of Completion**

Calendar created with predetermined dates, meeting notes and agenda

## 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 staff work collaboratively in a high-functioning PLC, then all students will increase their achievement across all content areas. 1

 G095470

**G1.B1** All students are not held accountable for learning 2

 B257060

**G1.B1.S1** Students will be expected to answer an essential question tied directly to the learning target on a daily basis 4

 S271973

### Strategy Rationale

Teachers will be able to monitor students understanding of the learning target for the day and make instructional adjustments

### Action Step 1 5

When teachers are in a direct teach situation they will have students answer the Essential question in writing and when students are engaged in hands on activities, teachers will assess students understanding of the essential question through the activity. Teachers will monitor student responses and determine next steps.

#### Person Responsible

Jeff Schwartz

#### Schedule

Daily, from 8/4/2016 to 5/25/2017

#### Evidence of Completion

Student artifacts, observations

### Action Step 2 5

Teachers will create student scales tied directly to standards. Learning tasks by DOK level will help students identify where they are excelling and where they need additional assistance

#### Person Responsible

Stephanie Holmes

#### Schedule

On 5/25/2018

#### Evidence of Completion

Student use of scales, scales uploaded to sharepoint, students verbalizing their understanding of where they are within a standard

### Action Step 3 5

Teachers will pick a common strategy within PLC's to implement with students (i.e., Avid, ESOL, etc.)

#### **Person Responsible**

Jennifer Wrona

#### **Schedule**

Monthly, from 9/27/2017 to 5/24/2018

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

Walk thrus, student artifacts, documentation within PLC unit plan

### Action Step 4 5

Teachers and specific classes will be recognized via morning announcements, afternoon announcements, School Web Page, Faculty meetings, Facebook and Twitter when implementing common PLC strategies

#### **Person Responsible**

Melissa Morales

#### **Schedule**

Monthly, from 9/1/2017 to 5/24/2018

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

Classroom pictures, student artifacts, observations

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

Walkthrus to look for evidence of Essential Question and Common Strategy

#### **Person Responsible**

Nate Fancher

#### **Schedule**

Weekly, from 8/10/2017 to 8/10/2017

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

Completion of Admin Walkthru form and weekly discussions at Leadership meeting

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

Scales uploaded to sharepoint

**Person Responsible**

Jeff Schwartz

**Schedule**

Monthly, from 9/1/2017 to 5/24/2018

***Evidence of Completion***

Completed Scales

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

Calendar with specific dates of when PD will be offered and when teachers will be recognized

**Person Responsible**

Melissa Morales

**Schedule**

On 5/24/2018

***Evidence of Completion***

Calendar, Tweets/Posts, Videos, and Pictures

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

AVID site team meetings

**Person Responsible**

Nate Fancher

**Schedule**

Monthly, from 9/1/2017 to 5/24/2018

***Evidence of Completion***

Documentation of strategies used by PLC shared at site team meeting

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

Review Quarterly Data with PLC's

**Person Responsible**

Jennifer Wrona

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Data Documented with the Unit Plans.

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

Review Scales with PLC's

**Person Responsible**

Jeff Schwartz

**Schedule**

On 5/24/2018

***Evidence of Completion***

Students authentically utilizing scales within the classroom

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

Peer Observation Reflection Sheet

**Person Responsible**

Nate Fancher

**Schedule**

Semiannually, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Peer Observation sheet and PLC debriefs

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

Review unit plans for evidence of common strategies

**Person Responsible**

Jeff Schwartz

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Documented use of common strategies and next steps within unit plan, walkthrus, and PLC meetings, Avid Site Team Meetings

**G1.B2** Lack of collaboration among co-teachers **2**

 B257061

**G1.B2.S2** Common planning with core teacher **4**

 S271979

**Strategy Rationale**

Develop pedagogy and relationship of both teachers and a sense of belonging in the classroom

**Action Step 1** **5**

VE/Core teacher training- Creation of expectations

**Person Responsible**

Melissa Morales

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

PowerPoint presentation, collaborative partnership indicator, interactions during PLC meetings, classroom observations

**Action Step 2** **5**

Have teachers provide a schedule of when collaborative planning will take place

**Person Responsible**

Melissa Morales

**Schedule**

On 10/31/2017

***Evidence of Completion***

Observations during PLC meetings, sample activities and assessments with student accommodations

### Action Step 3 5

Provide ESE teacher with content area support

**Person Responsible**

Melissa Morales

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Documentation of VE teacher instruction within lesson plan, samples of accommodations for activities and assessments, weekly VE support logs

### Action Step 4 5

Support Facilitation schedule with duties assigned by period

**Person Responsible**

Melissa Morales

**Schedule**

Biweekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Weekly Schedules and Weekly Support logs

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

Review of support facilitation logs

**Person Responsible**

Melissa Morales

**Schedule**

Biweekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Bi-Weekly Logs and feedback given to VE teachers directly on logs



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

PLC meetings

**Person Responsible**

Nate Fancher

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Walkthrus, documentation form indicating level of VE teacher participation within the lesson

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

Teacher Survey

**Person Responsible**

Susan Martin

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Microsoft Forms survey to assess if VE teachers need content area support in preparation for upcoming lessons

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

Participation of VE teachers in classroom instruction and lesson plan design

**Person Responsible**

Melissa Morales

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Walkthrus documented on log or within sharepoint to view trends, areas of strength and areas that need additional support

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

Regular Education and Special Education teacher survey

**Person Responsible**

Susan Martin

**Schedule**

On 5/24/2018

***Evidence of Completion***

Microsoft Forms Survey

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

Collaborative Indicators Documentation Form

**Person Responsible**

Melissa Morales

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Walkthrus by district resource teachers to assess level of collaboration between core and VE teachers

**G1.B3** Lack of shared PLC responsibility for focus on FSA/EOC standards based activities and question types **2**

 B257062

**G1.B3.S1** PLC lesson plan that organizes common formative assessments into a scale based on Depth of Knowledge Level **4**

 S271981

### Strategy Rationale

Adjustments to lesson plan encourage collaboration and individual accountability. This will help teachers ensure they are meeting the depth of the standard

### Action Step 1 **5**

Teachers will agree upon a minimum of one common formative assessment weekly and PLC will discuss data results and next steps collaboratively

#### Person Responsible

Jeff Schwartz

#### Schedule

Weekly, from 8/4/2017 to 5/25/2018

#### Evidence of Completion

Common formative, Lesson Plans, classroom observations, student work samples

### Action Step 2 **5**

Teachers will create quarterly assessments with a varied questions types. Data will be reviewed to determine if data by course and subgroup are in line with the goals established in the SSIP.

#### Person Responsible

Jeff Schwartz

#### Schedule

Quarterly, from 8/4/2017 to 5/25/2018

#### Evidence of Completion

Teacher assessments loaded onto sharepoint and teacher data by desegregated subgroup and next steps for the various students documented within the unit plan form

### Action Step 3 5

Teachers will observe a peer demonstrate a lesson. Best practices will be discussed and team will come together to formulate next steps

**Person Responsible**

Jeff Schwartz

**Schedule**

Quarterly, from 8/4/2017 to 5/25/2018

***Evidence of Completion***

Peer Observation Form, classroom walkthrus, debrief session

### Action Step 4 5

PLC leads will be given an survey to determine what areas of the PLC process they would like training on

**Person Responsible**

Susan Martin

**Schedule**

Quarterly, from 8/4/2017 to 5/25/2018

***Evidence of Completion***

Survey data, PD presentation

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

Creation of Common Formative Assessments

**Person Responsible**

Jennifer Wrona

**Schedule**

Weekly, from 8/4/2017 to 5/25/2018

***Evidence of Completion***

Classroom walkthrus, Review of common formatives for differentiation and mix of question types, review of unit plans to ensure data is being discussed by subgroup and next steps are documented

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

Quarterly Assessment uploaded on Sharepoint

**Person Responsible**

Jennifer Wrona

**Schedule**

Quarterly, from 8/10/2017 to 3/16/2018

***Evidence of Completion***

Data by subgroup and next steps documented within the lesson plan. Evidence of plan for enrichment and intention on spiraling back to address lowest standards

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

Instructional Rounds

**Person Responsible**

Jennifer Wrona

**Schedule**

Semiannually, from 8/10/2017 to 5/25/2018

***Evidence of Completion***

Peer observation form to be reviewed and debrief with team

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

PLC Lead Survey

**Person Responsible**

Susan Martin

**Schedule**

Quarterly, from 10/1/2017 to 5/25/2018

***Evidence of Completion***

Data from survey and follow up PD with PLC leads

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

Data on common formatives aligned with school SSIP goals by content area and subgroup

**Person Responsible**

Jennifer Wrona

**Schedule**

On 5/24/2018

***Evidence of Completion***

Updated Data and next steps documented within unit plan

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

Walkthrus and PLC Debriefs

**Person Responsible**

Jeff Schwartz

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Review peer reflection sheets and discuss trends and instructional strategies

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

PD for PLC Leads

**Person Responsible**

Stephanie Holmes

**Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***



















PD follow up, tracking of on task behaviors within the plc, review the PLC's movement in stage

## IV. Implementation Timeline


Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.A1 A364739	When teachers are in a direct teach situation they will have students answer the Essential question...	Schwartz, Jeff	8/4/2016	Student artifacts, observations	5/25/2017 daily
G1.B1.S1.MA1 M390411	Walkthrus to look for evidence of Essential Question and Common Strategy	Fancher, Nate	8/10/2017	Completion of Admin Walkthru form and weekly discussions at Leadership meeting	8/10/2017 weekly
G1.B2.S2.A2 A364747	Have teachers provide a schedule of when collaborative planning will take place	Morales, Melissa	8/10/2017	Observations during PLC meetings, sample activities and assessments with student accommodations	10/31/2017 one-time
G1.B3.S1.MA2 M390429	Quarterly Assessment uploaded on Sharepoint	Wrona, Jennifer	8/10/2017	Data by subgroup and next steps documented within the lesson plan. Evidence of plan for enrichment and intention on spiraling back to address lowest standards	3/16/2018 quarterly
G1.MA1 M390432	Review quarterly data with PLC to determine what percent of students reached proficiency for each...	Wrona, Jennifer	8/10/2017	Data desegregated by subgroup and documented within unitl plan.	4/1/2018 quarterly
G1.MA3 M390434	Review quarterly data with all teachers to share progress across all content areas	Wrona, Jennifer	8/10/2017	Faculty meeting Agenda	4/1/2018 one-time
G1.MA4 M390435	Review of Strategic School Improvement Plan	Morales, Melissa	8/22/2017	Calendar created with predetermined dates, meeting notes and agenda	5/15/2018 monthly
G1.MA2 M390433	PLC Seven Stages Survey	Wrona, Jennifer	8/10/2017	Survey completed by each PLC	5/24/2018 triannually
G1.B1.S1.MA1 M390407	Review Quarterly Data with PLC's	Wrona, Jennifer	8/10/2017	Data Documented with the Unit Plans.	5/24/2018 quarterly
G1.B1.S1.MA6 M390408	Review Scales with PLC's	Schwartz, Jeff	8/10/2017	Students authentically utilizing scales within the classroom	5/24/2018 one-time
G1.B1.S1.MA7 M390409	Peer Observation Reflection Sheet	Fancher, Nate	8/10/2017	Peer Observation sheet and PLC debriefs	5/24/2018 semiannually
G1.B1.S1.MA8 M390410	Review unit plans for evidence of common strategies	Schwartz, Jeff	8/10/2017	Documented use of common strategies and next steps within unit plan, walkthrus, and PLC meetings, Avid Site Team Meetings	5/24/2018 monthly
G1.B1.S1.MA3 M390412	Scales uploaded to sharepoint	Schwartz, Jeff	9/1/2017	Completed Scales	5/24/2018 monthly
G1.B1.S1.MA4 M390413	Calendar with specific dates of when PD will be offered and when teachers will be recognized	Morales, Melissa	8/10/2017	Calendar, Tweets/Posts, Videos, and Pictures	5/24/2018 one-time
G1.B1.S1.MA5 M390414	AVID site team meetings	Fancher, Nate	9/1/2017	Documentation of strategies used by PLC shared at site team meeting	5/24/2018 monthly
G1.B1.S1.A3 A364741	Teachers will pick a common strategy within PLC's to implement with students (i.e., Avid, ESOL,...)	Wrona, Jennifer	9/27/2017	Walk thrus, student artifacts, documentation within PLC unit plan	5/24/2018 monthly
G1.B1.S1.A4 A364742	Teachers and specific classes will be recognized via morning announcements, afternoon...	Morales, Melissa	9/1/2017	Classroom pictures, student artifacts, observations	5/24/2018 monthly
G1.B3.S1.MA1 M390425	Data on common formatives aligned with school SSIP goals by content area and subgroup	Wrona, Jennifer	8/10/2017	Updated Data and next steps documented within unit plan	5/24/2018 one-time



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA6  M390426	Walkthrus and PLC Debriefs	Schwartz, Jeff	8/10/2017	Review peer reflection sheets and discuss trends and instructional strategies	5/24/2018 weekly
G1.B3.S1.MA7  M390427	PD for PLC Leads	Holmes, Stephanie	8/10/2017	PD follow up, tracking of on task behaviors within the plc, review the PLC's movement in stage	5/24/2018 quarterly
G1.B2.S2.MA1  M390417	Participation of VE teachers in classroom instruction and lesson plan design	Morales, Melissa	8/10/2017	Walkthrus documented on log or within sharepoint to view trends, areas of strength and areas that need additional support	5/24/2018 weekly
G1.B2.S2.MA5  M390418	Regular Education and Special Education teacher survey	Martin, Susan	8/10/2017	Microsoft Forms Survey	5/24/2018 one-time
G1.B2.S2.MA6  M390419	Collaborative Indicators Documentation Form	Morales, Melissa	8/10/2017	Walkthrus by district resource teachers to assess level of collaboration between core and VE teachers	5/24/2018 quarterly
G1.B2.S2.MA1  M390420	Review of support facilitation logs	Morales, Melissa	8/10/2017	Bi-Weekly Logs and feedback given to VE teachers directly on logs	5/24/2018 biweekly
G1.B2.S2.MA3  M390421	PLC meetings	Fancher, Nate	8/10/2017	Walkthrus, documentation form indicating level of VE teacher participation within the lesson	5/24/2018 weekly
G1.B2.S2.MA4  M390422	Teacher Survey	Martin, Susan	8/10/2017	Microsoft Forms survey to assess if VE teachers need content area support in preparation for upcoming lessons	5/24/2018 quarterly
G1.B2.S2.A1  A364746	VE/Core teacher training- Creation of expectations	Morales, Melissa	8/10/2017	PowerPoint presentation, collaborative partnership indicator, interactions during PLC meetings, classroom observations	5/24/2018 quarterly
G1.B2.S2.A3  A364748	Provide ESE teacher with content area support	Morales, Melissa	8/10/2017	Documentation of VE teacher instruction within lesson plan, samples of accommodations for activities and assessments, weekly VE support logs	5/24/2018 quarterly
G1.B2.S2.A4  A364749	Support Facilitation schedule with duties assigned by period	Morales, Melissa	8/10/2017	Weekly Schedules and Weekly Support logs	5/24/2018 biweekly
G1.B1.S1.A2  A364740	Teachers will create student scales tied directly to standards. Learning tasks by DOK level will...	Holmes, Stephanie	8/4/2017	Student use of scales, scales uploaded to sharepoint, students verbalizing their understanding of where they are within a standard	5/25/2018 one-time
G1.B3.S1.MA1  M390428	Creation of Common Formative Assessments	Wrona, Jennifer	8/4/2017	Classroom walkthrus, Review of common formatives for differentiation and mix of question types, review of unit plans to ensure data is being discussed by subgroup and next steps are documented	5/25/2018 weekly
G1.B3.S1.MA3  M390430	Instructional Rounds	Wrona, Jennifer	8/10/2017	Peer observation form to be reviewed and debrief with team	5/25/2018 semiannually
G1.B3.S1.MA4  M390431	PLC Lead Survey	Martin, Susan	10/1/2017	Data from survey and follow up PD with PLC leads	5/25/2018 quarterly
G1.B3.S1.A1  A364751	Teachers will agree upon a minimum of one common formative assessment weekly and PLC will discuss...	Schwartz, Jeff	8/4/2017	Common formative, Lesson Plans, classroom observations, student work samples	5/25/2018 weekly
G1.B3.S1.A2  A364752	Teachers will create quarterly assessments with a varied questions types. Data will be reviewed to...	Schwartz, Jeff	8/4/2017	Teacher assessments loaded onto sharepoint and teacher data by desegregated subgroup and next steps for the various students documented within the unit plan form	5/25/2018 quarterly
G1.B3.S1.A3  A364753	Teachers will observe a peer demonstrate a lesson. Best practices will be discussed and team will...	Schwartz, Jeff	8/4/2017	Peer Observation Form, classroom walkthrus, debrief session	5/25/2018 quarterly

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St. Cloud High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A4  A364754	PLC leads will be given an survey to determine what areas of the PLC process they would like...	Martin, Susan	8/4/2017	Survey data, PD presentation	5/25/2018 quarterly

## V. Professional Development Opportunities

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

**G1.** If all staff work collaboratively in a high-functioning PLC, then all students will increase their achievement across all content areas.

**G1.B2** Lack of collaboration among co-teachers

**G1.B2.S2** Common planning with core teacher

### **PD Opportunity 1**

VE/Core teacher training- Creation of expectations

#### **Facilitator**

Dr. Elaine Centeno

#### **Participants**

Regular Education and Special Education Teachers

#### **Schedule**

Quarterly, from 8/10/2017 to 5/24/2018

## VI. Technical Assistance Items

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

**G1.** If all staff work collaboratively in a high-functioning PLC, then all students will increase their achievement across all content areas.

**G1.B1** All students are not held accountable for learning

**G1.B1.S1** Students will be expected to answer an essential question tied directly to the learning target on a daily basis

### TA Opportunity 1

When teachers are in a direct teach situation they will have students answer the Essential question in writing and when students are engaged in hands on activities, teachers will assess students understanding of the essential question through the activity. Teachers will monitor student responses and determine next steps.

#### Facilitator

Jeff Schwartz- Assistant Principal Jennifer Wrona – Assistant Principal Melissa Morales – Assistant Principal

#### Participants

All Instructional Teachers

#### Schedule

Daily, from 8/4/2016 to 5/25/2017

### TA Opportunity 2

Teachers will create student scales tied directly to standards. Learning tasks by DOK level will help students identify where they are excelling and where they need additional assistance

#### Facilitator

Academic Coaches and Leadership team

#### Participants

All Instructional Teachers

#### Schedule

On 5/25/2018

### TA Opportunity 3

Teachers will pick a common strategy within PLC's to implement with students (i.e., Avid, ESOL, etc.)

#### Facilitator

Jeff Schwartz – Assistant Principal Jennifer Wrona – Assistant Principal Melissa Morales – Assistant Principal Stephanie Holmes – Literacy Coach Susan Martin – Writing Coach Anya Kalashnikova – ESOL Compliance Specialist Diane Bruns – Science Coach Debra Orlansky – Avid Coordinator

#### Participants

All Instructional Teachers

#### Schedule

Monthly, from 9/27/2017 to 5/24/2018

### G1.B2 Lack of collaboration among co-teachers

#### G1.B2.S2 Common planning with core teacher

### TA Opportunity 1

Have teachers provide a schedule of when collaborative planning will take place

#### Facilitator

Jennifer Wrona-Assistant Principal Melissa Morales –Assistant Principal Stephanie Godfrey- RCS

#### Participants

Regular Education and Special Education Teachers

#### Schedule

On 10/31/2017

### TA Opportunity 2

Provide ESE teacher with content area support

#### Facilitator

Melissa Morales- Assistant Principal Stephanie Godfrey - RCS Stephanie Holmes- Literacy Coach Melissa Morales – Assistant Principal/MTSS Coach Susan Martin – Writing Coach

#### Participants

Special Education Teachers

#### Schedule

Quarterly, from 8/10/2017 to 5/24/2018

### TA Opportunity 3

Support Facilitation schedule with duties assigned by period

#### Facilitator

Stephanie Godfrey – RCS Leadership Team

#### Participants

Special Education Teachers

#### Schedule

Biweekly, from 8/10/2017 to 5/24/2018

**G1.B3** Lack of shared PLC responsibility for focus on FSA/EOC standards based activities and question types

**G1.B3.S1** PLC lesson plan that organizes common formative assessments into a scale based on Depth of Knowledge Level

### TA Opportunity 1

Teachers will agree upon a minimum of one common formative assessment weekly and PLC will discuss data results and next steps collaboratively

#### Facilitator

Leadership team and Academic Coaches Nate Fancher- Principal Jeff Schwartz- Assistant Principal Jennifer Wrona – Assistant Principal Melissa Morales – Assistant Principal Stephanie Holmes – Literacy Coach Susan Martin – Writing Coach Anya Kalashnikova – ESOL Compliance Specialist Diane Bruns – Science Coach

#### Participants

Teachers

#### Schedule

Weekly, from 8/4/2017 to 5/25/2018

## TA Opportunity 2

Teachers will create quarterly assessments with a varied questions types. Data will be reviewed to determine if data by course and subgroup are in line with the goals established in the SSIP.

### Facilitator

Jeff Schwartz- Assistant Principal Jennifer Wrona – Assistant Principal Melissa Morales – Assistant Principal Stephanie Holmes – Literacy Coach Susan Martin – Writing Coach Anya Kalashnikova – ESOL Compliance Specialist Diane Bruns – Science Coach

### Participants

Teachers

### Schedule

Quarterly, from 8/4/2017 to 5/25/2018

## TA Opportunity 3

Teachers will observe a peer demonstrate a lesson. Best practices will be discussed and team will come together to formulate next steps

### Facilitator

Jeff Schwartz- Assistant Principal Jennifer Wrona – Assistant Principal Melissa Morales – Assistant Principal Stephanie Holmes – Literacy Coach Susan Martin – Writing Coach Anya Kalashnikova – ESOL Compliance Specialist Diane Bruns – Science Coach

### Participants

Teachers

### Schedule

Quarterly, from 8/4/2017 to 5/25/2018

## VII. Budget

1	G1.B1.S1.A1	When teachers are in a direct teach situation they will have students answer the Essential question in writing and when students are engaged in hands on activities, teachers will assess students understanding of the essential question through the activity. Teachers will monitor student responses and determine next steps.	\$0.00
2	G1.B1.S1.A2	Teachers will create student scales tied directly to standards. Learning tasks by DOK level will help students identify where they are excelling and where they need additional assistance	\$0.00
3	G1.B1.S1.A3	Teachers will pick a common strategy within PLC's to implement with students (i.e., Avid, ESOL, etc.)	\$0.00
4	G1.B1.S1.A4	Teachers and specific classes will be recognized via morning announcements, afternoon announcements, School Web Page, Faculty meetings, Facebook and Twitter when implementing common PLC strategies	\$0.00

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5	G1.B2.S2.A1	VE/Core teacher training- Creation of expectations				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0201 - St. Cloud High School			\$150.00
6	G1.B2.S2.A2	Have teachers provide a schedule of when collaborative planning will take place				\$0.00
7	G1.B2.S2.A3	Provide ESE teacher with content area support				\$0.00
8	G1.B2.S2.A4	Support Facilitation schedule with duties assigned by period				\$0.00
9	G1.B3.S1.A1	Teachers will agree upon a minimum of one common formative assessment weekly and PLC will discuss data results and next steps collaboratively				\$0.00
10	G1.B3.S1.A2	Teachers will create quarterly assessments with a varied questions types. Data will be reviewed to determine if data by course and subgroup are in line with the goals established in the SSIP.				\$0.00
11	G1.B3.S1.A3	Teachers will observe a peer demonstrate a lesson. Best practices will be discussed and team will come together to formulate next steps				\$0.00
12	G1.B3.S1.A4	PLC leads will be given an survey to determine what areas of the PLC process they would like training on				\$0.00
Total:						\$150.00