**School District of Osceola County, FL**

# St. Cloud High School



# 2018-19 Schoolwide Improvement Plan

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# St. Cloud High School

## 2000 BULLDOG LANE, St Cloud, FL 34769

## www.osceolaschools.net

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2017-18 Title I School** | **2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| High School PK, 9-12 | No | 59% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 63% |

## School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---|---|---|---|
| Grade | B | B | C | B* |

## School Board Approval

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

## SIP Authority

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.

## 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. 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: School Information

### School Mission and Vision

**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.

**Provide the school's vision statement.**

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

### School Leadership Team

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

| Name | Title |
| --- | --- |
| Fancher, Nate | Principal |
| Wrona, Jennifer | Assistant Principal |
| Morales, Melissa | Assistant Principal |
| Holmes, Stephanie | Instructional Coach |
| Godfrey, Stephanie | Other |
| Muller, Shane | Dean |
| Bruns, Diane | Instructional Coach |
| Kalashnikova, Anna | Instructional Coach |
| Burdette, Timothy | Dean |
| Dombo, Robert | Assistant Principal |

**Duties**

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

Each member of the Instructional Leadership team contributes to the collection of classroom data and how are students are learning in their educational environment. Members report collectively to weekly meetings where areas of concerns or celebrations are discussed and evaluated for next steps. The same members of the ILT also help to assist in both the MTSS and Stocktake process.
Principal, Fancher- overseas all members of ILT to ensure implementation of action steps and assists in problem solving process
Asst. Principal, Wrona- leads ILT meetings through creation of agenda after gathering information and data from all members pertinent to the goals and action steps set forth in school improvement plan
Asst. Principal, Morales- responsible for collecting data, and implementation of action steps relevant to math goal
Asst. Principal, Dombo- responsible for collecting data, and implementation of action steps relevant to PLC goal

Literacy Coach, Holmes-responsible for collecting data, and implementation of action steps relevant to literacy goal

RCS, Godfrey- responsible for collecting data, and implementation of action steps relevant to ESE students- including but not limited to VE and gifted

MTSS coach/Dean, Muller-responsible for collecting data, and implementation of action steps relevant to discipline and behavior

Dean, Burdette-responsible for collecting data, and implementation of action steps relevant to attendance

AP/Science Coach, Bruns- responsible for collecting data, and implementation of action steps relevant to Biology, and Advanced Placement courses

ESL, Kalashnikova- responsible for collecting data, and implementation of action steps relevant to LY population

## Early Warning Systems

### Year 2017-18

**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 | 88 | 72 | 76 | 106 | | 342 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 163 | 102 | 101 | 117 | | 483 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 0 | 0 | 0 | | 22 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 129 | 88 | 65 | 33 | | 315 |

**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 | 83 | 59 | 42 | 41 | 225 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 6 | 8 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 64 | 51 | 48 | 82 | 245 |

**Date this data was collected**

Wednesday 7/18/2018

### Year 2016-17 - As Reported

**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 |

**Year 2016-17 - Updated**

**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 |

## Part II: Needs Assessment/Analysis

**Assessment & Analysis**
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

One or more school suspensions was the highest. Compared to last year, no it is not a trend.

**Which data component showed the greatest decline from prior year?**

The number of students that scored a level 1, 9th-12th grade.

**Which data component had the biggest gap when compared to the state average?**

A positive gap is that both Science and Social Studies were 7% higher than the state. On a gap that has room for growth, the state was 5% higher in math achievement.

**Which data component showed the most improvement? Is this a trend?**

The amount of course failures in ELA and/or Math.

**Describe the actions or changes that led to the improvement in this area.**

The improvement in the reduction of course failures is attributed to a more rigorous focus on data collection and being proactive during the remediation time (PAWS) that is already built into the school day to assist students for this purpose.

**School Data**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 52% | 56% | 56% | 46% | 50% | 52% |
| ELA Learning Gains | 51% | 54% | 53% | 41% | 42% | 46% |
| ELA Lowest 25th Percentile | 47% | 47% | 44% | 32% | 33% | 38% |
| Math Achievement | 47% | 39% | 51% | 49% | 42% | 43% |
| Math Learning Gains | 45% | 40% | 48% | 41% | 40% | 39% |
| Math Lowest 25th Percentile | 40% | 46% | 45% | 30% | 36% | 38% |
| Science Achievement | 77% | 67% | 67% | 66% | 69% | 65% |
| Social Studies Achievement | 78% | 70% | 71% | 71% | 66% | 69% |

**EWS Indicators as Input Earlier in the Survey**

| Indicator | Grade Level (prior year reported) | | | | Total |
|---|---|---|---|---|---|
| | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 88 (0) | 72 (78) | 76 (96) | 106 (119) | 342 (293) |
| One or more suspensions | 163 (0) | 102 (41) | 101 (39) | 117 (20) | 483 (100) |
| Course failure in ELA or Math | 22 (23) | 0 (19) | 0 (48) | 0 (29) | 22 (119) |
| Level 1 on statewide assessment | 129 (169) | 88 (94) | 65 (147) | 33 (189) | 315 (599) |

**Grade Level Data**
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 09 | 2018 | 40% | 47% | -7% | 53% | -13% |
| | 2017 | 48% | 48% | 0% | 52% | -4% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | | | | | |

| ELA | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 10 | 2018 | 59% | 49% | 10% | 53% | 6% |
| | 2017 | 52% | 47% | 5% | 50% | 2% |
| Same Grade Comparison | | 7% | | | | |
| Cohort Comparison | | 11% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | 76% | 68% | 8% | 65% | 11% |
| 2017 | 63% | 69% | -6% | 63% | 0% |
| Compare | | 13% | | | |
| **CIVICS EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | | | | | |
| 2017 | | | | | |
| **HISTORY EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | 76% | 61% | 15% | 68% | 8% |
| 2017 | 72% | 63% | 9% | 67% | 5% |
| Compare | | 4% | | | |
| **ALGEBRA EOC** | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2018 | 45% | 52% | -7% | 62% | -17% |
| 2017 | 44% | 46% | -2% | 60% | -16% |
| Compare | | 1% | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 46% | 39% | 7% | 56% | -10% |
| 2017 | 55% | 43% | 12% | 53% | 2% |
| Compare | | -9% | | | |

## Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 18 | 34 | 39 | 22 | 28 | 29 | 51 | 50 | | 71 | 30 |
| ELL | 22 | 51 | 48 | 26 | 44 | 40 | 63 | 60 | | 82 | 48 |
| ASN | 59 | 55 | | 65 | 40 | | 82 | | | | |
| BLK | 42 | 38 | 44 | 44 | 38 | 43 | 70 | 76 | | 97 | 43 |
| HSP | 49 | 52 | 48 | 42 | 44 | 40 | 72 | 73 | | 90 | 54 |
| MUL | 57 | 52 | | 53 | 50 | | 77 | 80 | | 90 | 63 |
| WHT | 57 | 53 | 46 | 55 | 49 | 41 | 87 | 86 | | 96 | 63 |
| FRL | 45 | 49 | 45 | 42 | 44 | 41 | 74 | 75 | | 92 | 53 |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 21 | 38 | 39 | 33 | 35 | 25 | 48 | 54 | | 69 | 18 |
| ELL | 14 | 39 | 44 | 38 | 34 | 26 | 44 | 31 | | 71 | 38 |
| ASN | 63 | 50 | | 68 | 61 | | | | | | |
| BLK | 44 | 47 | 35 | 47 | 43 | 41 | | 69 | | 88 | 18 |
| HSP | 44 | 44 | 44 | 48 | 44 | 36 | 58 | 64 | | 88 | 39 |
| MUL | 69 | 56 | | 64 | 42 | | | 80 | | 88 | 57 |
| WHT | 63 | 47 | 46 | 62 | 51 | 46 | 75 | 87 | | 91 | 53 |
| FRL | 44 | 43 | 45 | 50 | 44 | 35 | 57 | 66 | | 88 | 40 |

## Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

| Activity #1 | |
|---|---|
| **Title** | Strengthen Collaborative Processes to ensure that the learning needs of all students are met |
| **Rationale** | Research states if teachers participate in authentic, collaborative teams that produce engaging lessons while using high yield strategies, best practices, and are monitoring the process to guide the instruction, than student achievement will increase. |
| **Intended Outcome** | ELA, Math, Science, and SS proficiency will increase by an average of 5%. Advanced Placement exam and Industry Certification pass rates will increase by 5%. |
| **Point Person** | Robert Dombo (robert.dombo@osceolaschools.net) |

| Action Step | |
|---|---|
| **Description** | 1. PLC teams will meet twice a week (Wednesday and Tues or Thurs during PAWS) for the purpose of planning, assessing, implementing, and reflecting on course progressions and student learning. (Dombo)<br>2. Professional development will be utilized throughout the year to build shared knowledge of the PLC processes. Every month AVID PD (conducted by AVID site coordinators) will be tailored to specific PLCs based on their needs and taught during PLC time on Wednesdays. In addition monthly school PD will include:<br>September- GradeCam training for all teachers-taught by teacher leaders of technology that received GradeCam training over the summer<br>October- Training focused on creating and implementing relevant Learning Targets that are standards based and able to be tracked for student learning through formative data<br>January- Training focused on differentiation through the use of GradeCam data and implemented during class time and/or during the PAWS remediation time<br>February- Training focused on ELL strategies-specifically graphic representations that can assist learning taught by members of the ELL Task Force<br>April- AVID strategies- collaborative structures- focused on various student engagement activities taught by AVID site coordinators<br>3. Gradecam will be utilized by each PLC team for the purpose of assessing, analyzing, reflecting, and revising instruction (Wrona/Dombo/Morales)<br>4. Form a PLC Guiding Coalition- consisted of PLC leads- to oversee the PLC process (Dombo)<br>5. District formative assessments will be given every 4.5 weeks in all accountability areas (PLC Leads)<br>6. AP teachers will have site based PLC focused on student learning, and achievement<br>7. CTE teachers will have site based PLC focused on student learning, and achievement<br>8. Continue development of the ELL taskforce to develop and implement research based best practices school-wide |
| **Person Responsible** | Robert Dombo (robert.dombo@osceolaschools.net) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | 1a. Leadership Team will monitor PLC meetings productivity (effective use of time) and monitoring progress through PLC snapshots. (Dombo)<br>1b. Leadership Team will monitor PLC lesson plans for assessment data and specific documentation on what is being done for students when they get it vs. when they don't get it. (Dombo/Morales/Wrona)<br>2. Professional Development opportunities will be monitored for attendance and for implementation through classroom snapshot data. (Holmes/Orlansky)<br>3a. Monitoring completion of Step 5 in lesson plans to validate teachers analyzing, |

reflecting, and revising instruction based on assessment data (Wrona/Dombo/Morales)
3b. Assessed areas contributing to school grade will be observed (PAWS snapshot T/TH or classroom snapshot) for effective use of small group interventions
4. Meet with PLC Guiding Coalition on a monthly basis (2nd Monday) to discuss progress, and address areas of need (Dombo/Holmes)
5. Members of the PLC Guiding Coalition which have district formative assessments will ensure they are implemented and that data is utilized to adjust instruction and maximize student learning (PLC Leads)
6a. AP PLC will meet monthly, 4th Wed during 1st half of PAWS (Bruns/Martin)
6b. Every AP teacher will have a tutoring schedule, mock exam schedule, and individual AP student contract (Bruns/Martin)
7a. CTE teachers will track student progress of modules for completion of certification
7b. Every CTE teacher will have a mock/final exam schedule
8. ELL taskforce will be meet biweekly with an agenda, detailed meeting notes, and next steps that include research based activities with high yield results for language learners

**Person Responsible**  Robert Dombo (robert.dombo@osceolaschools.net)

| Activity #2 | |
|---|---|
| **Title** | Ensure high levels of learning for all students in literacy |
| **Rationale** | Research states that students need a high level of proficient literacy skills in order to be successful in any academic facet or post-secondary career. |
| **Intended Outcome** | ELA FSA achievement will increase by an average of 5%. |
| **Point Person** | Stephanie Holmes (stephanie.holmes@osceolaschools.net) |

| Action Step | |
|---|---|
| **Description** | 1. 9th grade PLC will meet consistently to collaboratively plan based on the essential standards, and monitor effectiveness of lessons through common assessments<br>2, ELA and Reading teachers will increase their understanding of the Florida Standards in order to align and scaffold learning targets to the appropriate depth of knowledge<br>3. VE and Regular Ed teachers will commit to a time they will utilize for common planning that was built into master schedule<br>4. Reading and English teachers will meet bimonthly on Tuesdays during PAWS PLC to discuss, review, and revise instruction to ensure alignment with the focused standard(s)<br>5. Lowest quartile students will be identified in both 9th and 10th grade in order to provide them with individualized specific remediation in areas of greatest need<br>6. Lesson plans will include specific strategies to address the needs of ELL and ESE students and their progress on formative assessments tied to the standards will be tracked |
| **Person Responsible** | Stephanie Holmes (stephanie.holmes@osceolaschools.net) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | 1a. 9th grade PLC will create detailed agendas with assistance from Literacy Coach and share minutes of meetings<br>1b. PLC snapshots will be conducted to ensure all members are present and actively participating<br>2a. PLC lesson plans will be monitored and reviewed for appropriate learning targets (Holmes)<br>2b. Classroom snapshots will monitor progression of learning targets, and students are engaged in activities that are aligned to the appropriate DOK (Wrona)<br>3. Schedule will be dictated by Reg Ed/VE teacher and monitored through administrative walk throughs (Morales)<br>4a. PLC snapshot data will ensure all members are actively meeting with fidelity (Holmes)<br>4b. Classroom snapshot data will reflect alignment between the English and Reading classrooms- specific to standards and areas of intervention based on student needs (Wrona)<br>5. Targeted students will be placed in specific grade level reading class where the Literacy Coach will assist to ensure intervention strategies are implemented, and student progress is closely monitored (Holmes)<br>6a. Systematically review lesson plans for specific ELL and ESE strategies based on student needs (Wrona)<br>6b. Classroom snaphot data will monitor for implementation of strategies addressing the needs of each subgroup (Wrona/Holmes) |
| **Person Responsible** | Stephanie Holmes (stephanie.holmes@osceolaschools.net) |

| Activity #3 | |
|---|---|
| **Title** | Ensure high levels of mathematics achievement for all students |
| **Rationale** | Research states that students need a high level of proficient mathematical skills in order to be successful in any academic facet or post-secondary education and/or career. |
| **Intended Outcome** | Math achievement will increase by an average of 5%. |
| **Point Person** | Melissa Morales (melissa.morales@osceolaschools.net) |

| Action Step | |
|---|---|
| **Description** | 1. Alg 1 and Geometry PLC will continue to meet consistently to collaboratively plan based on the essential standards, and monitor effectiveness of lessons through common assessments<br>2, Alg 1, Intensive 9, and Geometry teachers will increase their understanding of the Florida Standards in order to align and scaffold learning targets to the appropriate depth of knowledge<br>3. VE and Regular Ed teachers will commit to a time they will utilize for common planning that was built into master schedule<br>4. Use of formative assessment data to modify tier 1 instructional strategies when the majority of students demonstrate a lack of proficiency on essential standards<br>5. Lowest quartile students will be identified in both Alg 1 and Geo grade in order to provide them with individualized specific remediation in areas of greatest need<br>6. Lesson plans will include specific strategies to address the needs of ELL and ESE students and their progress on formative assessments tied to the standards will be tracked |
| **Person Responsible** | Melissa Morales (melissa.morales@osceolaschools.net) |

| Plan to Monitor Effectiveness | |
|---|---|
| **Description** | 1. PLC snapshots will be conducted to ensure all members are present, actively participating, and focused on answering the PLC critical questions (Morales)<br>2a. PLC lesson plans will be monitored and reviewed for appropriate learning targets (Morales)<br>2b. Classroom snapshots will monitor progression of learning targets, and students are engaged in activities that are aligned to the appropriate DOK (Morales)<br>3. Schedule will be dictated by Reg Ed/VE teacher and monitored through administrative walk throughs (Morales)<br>4a. Lesson plans will be systematically reviewed to ensure consistent use of collaborative structures, rotations, adapted instructional strategies based on student needs, and embedded formative assessments<br>4b. Classroom snapshot data will reflect consistent use of collaborative structures, rotations, adapted instructional strategies based on student needs, and embedded formative assessments (Morales)<br>5. Targeted students will be tracked through PAWS attendance and small group instruction during regular class time (PAWS snapshot T/TH or classroom snapshot) for effective use of small group interventions (Morales/Greco)<br>6a. Systematically review lesson plans for specific ELL and ESE strategies based on student needs (Morales)<br>6b. Classroom snapshot data will monitor for implementation of strategies addressing the needs of each subgroup (Morales/Greco) |
| **Person Responsible** | Melissa Morales (melissa.morales@osceolaschools.net) |

## Part IV: Title I Requirements

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

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.

**PFEP Link**

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

**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 on a daily basis. 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.

**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 the interests of our students. 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 numerous DE and AP courses on our campus. In addition, we have a College and Career counselor who develops a career plan with every student through the Naviance program and promotes events like College and Career Days, Got College events/field trips, and support with completing post secondary applications and scholarships.

**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.

**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.