

School District of Osceola County, FL

Main Street High School



2018-19 Schoolwide Improvement Plan

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Main Street High School

1100 N MAIN ST, Kissimmee, FL 34744

<http://mainstreethigh.com>

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 9-12	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	89%

School Grades History

Year	2012-13	2011-12	2009-10
Grade			I

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.

Our mission is to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful post-secondary transitions.

Provide the school's vision statement.

Every student given the right tools, support and environment, is capable of succeeding and exceeding their expectations. With the proper resources, and the flexibility to adapt and differentiate instruction, we can consistently involve students in the learning process and provide them with the right tools to successfully transition to the next opportunity they face.

School Leadership Team

Membership

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

Name	Title
Perez, Christine	Principal
James, Kevin	Assistant Principal
Christopher, Tonja	Dean
Schroeder, Ronald	School Counselor

Duties

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

Principal - Christine Perez

Job Summary:

An EdisonLearning principal is responsible for providing the instructional, operational, cultural and administrative leadership necessary to ensure the success of the school including primary responsibility for achievement and financial performance. The Principal is the overall leader of the school, with a dominant focus (estimated at 75% of time spent) on instructional leadership. The principal will also be held accountable for the operational management (i.e. financial, relationship, etc.) of the school (25% of time spent). The partnership school principal will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

Main Responsibilities:

Achievement Leadership

- Ensure teachers receive training in pedagogy and curriculum, learning environment, assessment, and student and family support
- Implement student achievement planning and execution including annual adjustment in the school's improvement plans
- Monitor student achievement through ongoing data analysis from multiple sources (such as monthly assessments, teacher created tests, diagnostic testing, etc.); use data-driven decision-making to inform planning and teaching

- Complete and present the annual school progress report to EdisonLearning, district and/or charter board and school community
- Support and monitor PD plans of staff; provide research-based, high-quality professional development opportunities for all staff
- Conduct regular observations of learning and teaching, and provide constructive feedback and coaching to support teacher growth and development
- Supervise and evaluate staff to ensure quality instruction and student achievement

Organizational Leadership

- Lead the school community (students, staff, parents and community members) in the collaborative development and implementation of a school vision for student achievement and strong character development
- Persuasively lead change management efforts; monitor and sustain changes that further the school vision and goals through staff empowerment
- Implement school organizational structure including staffing and scheduling
- Recruit select and hire school staff (teachers and school-based support staff)
- Develops a model of distributed leadership, establishing leadership roles for all staff and students, and sharing leadership responsibilities

Culture Building

- Translate the EdisonLearning vision to ensure that EdisonLearning core values and an achievement focused learning environment pervade the school
- Lead the development and implementation of school culture and student behavior plan
- Ensure effective implementation of student and family support systems
- Create a culture of inclusion and ownership among all stakeholders

Operational Management

- Through effective management of the School Operations Manager, ensure all operational responsibilities are executed in a timely and high-quality manner
- Ensure revenue, enrollment and expense targets are met
- Establish and enforce standard operating policies and procedures to ensure facility and operational services are safe and effective
- Oversee compliance to federal, state, local and contractual requirements
- Identifies, communicates the need for and effectively manages resources to ensure the school meets its academic and financial goals

Relationship Management

- Build/maintain key relationships (i.e. Board leadership, EdisonLearning partners, superintendents, authorizers, community leadership, political leaders, etc.)
- Develop and maintain positive community and parent relationships

Key Behavioral Competencies:

- Uses different behaviors as necessary to achieve desired outcomes; able to amend own behavior to influence and gain acceptance
- Shift priorities to address changes in events or assigned goals
- Inspires groups of individuals to work together to achieve a common purpose; promotes a culture of open communication and respect
- Actively establishes and promotes best practices for EdisonLearning work processes and standards
- Analyzes reasons behind results, takes actions to address failures and seeks to improve outcomes
- Never accepts excuses for breaches of ethics, values or regulations and confronts potentially unethical behavior in others
- Develops and uses subtle strategies to influence others in order to achieve organization objectives; anticipates reactions and works hard to find common ground between stakeholders within opposing

views

- Coaches employees and team members on ways to enhance their level of performance and develop their skills
 - Encourages constructive feedback and a culture that provides opportunities for development.
- Attracts, assesses, develops, motivates and retains a diverse workforce that drives results

Assisitant Principal - Kevin James

The Assistant Principal works closely with Principal in establishing and maintaining a fiercely positive, warm/strict school culture, creating a college preparatory curriculum for each grade, including the assessments and scope and sequence, and coaching teachers in classroom management and lesson creation and execution.

Duties and performance expectations are listed below:

Job Outputs

- Teachers are trained to plan and execute lessons at an average rating of "3" (mastery) on the TRCCA evaluation
- Average ratings from quarterly surveys by teachers rate coaching at an average of 8/10
- PD is clearly communicated, effective, and planned to be both responsive to school trends and proactive in supporting high student academic achievement
- Classroom systems and procedures at school are clearly communicated and consistently implemented to 100%
- Rigorous, Common Core standard aligned curriculum is analyzed, selected and utilized at a highly effective level for students
- A staff culture around data analysis and responsive action planning is cultivated and supported; data analysis is supported for all subject areas
- A pacing plan and day-by-day scope and sequence for all subject areas is in place for all grades to start the school year
- Staff model of TRCCA Core Values and Leadership Values

Job Responsibilities

- Creates rigorous, standards-based interim assessments for Reading Comprehension, Math, Science, Social Studies, and Writing for every grade, as well as systems to evaluate the outcomes and respond to data
 - Drives teachers' growth at high levels through individual goal setting and coaching around classroom culture, curriculum development, lesson creation and lesson execution, and data analysis and action planning
 - Works with the school Leadership Team to develop, implement and maintain every detail of the school's systems and procedures, including homework, discipline, transitions, entrance and exit, community celebrations, morning meetings, and classroom culture so that TRCCA is structured and highly joyful with a focus on growth
 - Coaches teachers on executing daily, weekly and interim assessments and analysis, implementing highly responsive instructional action plans that bring 100% of scholars to mastery of 100% of objectives such that every single student masters every single standard
 - Creates system for tracking school culture and monitors, analyzes and defines action plans based on this data
 - Builds staff-wide professional development programming to lead teachers in highly responsive action plans based on student data, bringing 100% of scholars to mastery of 100% of grade level standards
 - Plans and teaches model lessons for teachers
- Competencies
- Strong teaching track record of student success in the classroom and around student culture &

learning

- Experienced teacher coach with track record of growing instructors in lesson planning, curriculum building, action planning, data analysis, classroom management, and lesson execution
- Deep knowledge of the teacher "taxonomies" per TLAC
- Deep knowledge of K-12 curriculum in math and ELA, with particular knowledge of literacy development
- Deep knowledge of curricular resources and programs, including an understanding of common core and social- emotional learning practices
- Strong executor able to create high quality work product and stay highly organized in a multi-faceted role with intense time pressures
- Strong communicator and relationship builder with adults, including all staff, student families and community partners
- Able to build a strong, collaborative, transparent, and motivated team
- Able to drive cultural consistency, emotional continuity, system and procedural consistency; demonstrates intentional calm and positivity
- Demonstrated leadership skills - highly organized and efficient, execution oriented, self-motivated, self-aware, self-directed and solution driven, and humble

Dean of Academics - Dr. Tonja Christopher

Essential Duties and Responsibilities:

- Create and implement strategies to enhance student engagement in their learning environment
- Consult with teachers, parents and school personnel about curriculum, social and behavior plans
- Research the effectiveness of academic programs and behavior management procedures, and acquire new information about learning and behavior.
- Teach lessons on parenting skills, learning strategies, substance abuse, and other topics deemed necessary.
- Collaborate with Student and Family Support Team to determine needs of students and/or academics
- Lead and attend house team meetings to discuss student progress.
- Create student schedules in accordance to school program,
- Monitor student progress toward graduation requirements
- Communicate with administration and department lead regarding student achievement progress
- Establish partnerships with colleges and universities
- Submit reports and data in a timely manner
-

Acadmeic Advisor - Ronald Schroeder

- Adhere to and promote the implementation of all guidance programs
- Transcribes transcripts and assigns needed courses for a student in order to complete graduation requirements
- Monitor student progress toward graduation requirements
- Create individual graduation plans for students on caseload Works with the Testing Coordinator to designate which students are in needed of required standardized assessments
- Assist students and faculty to create all guidance graduation plans
- Work with and support designated consulting companies, agencies and support groups within the community

- Assist students with acquiring all information needed for post-graduation plans
- Works with students and families to complete FASFA and other documentations needed prior to graduation
- Enrolls students for SAT and ACT testing
- Maintain confidentiality with all student and professional matters
- Maintain consist contact with students, parents, staff and community agencies
- Schedule appointments with students and parents to discuss and maintain graduation plans and any other items related to the success of the student
- Provides students with positive role models and individual mentoring
- Conducts campus tours to ensure that school and school board policies are enforced. Corrects non compliance
- Manages Inter-disciplinary Team to ensure students are being provided with the support they need while in the school to achieve success
- Participates in school based leadership trainings, conferences and meeting
- Convenes scheduled meetings with school administration to discuss individual students and their well being

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	17	67	124	461	669
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	6	1	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	9	40	88	233	370

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	0	0	0	

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	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 8/14/2018

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	12	45	122	203	382	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	21	45	61	49	176	

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	33	90	183	252	558	

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	41	67	167	524	799	
One or more suspensions	0	0	0	0	0	0	0	0	0	2	1	9	1	13	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	21	45	61	49	176	

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	33	90	183	252	558	

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?

When analyzing data that was gathered for Reading levels, the lowest performance was viewed in our Reading Plus assessments and in our FSA State Assessments for 2017-18. These scores have continued to be a constant staple within our buildings throughout the years. Based on the testing average only 7% of our population has achieved on Grade Level Scores. 8% of the population was below Level 1, 7% below Level 2, 6% below Level 3, another 6% below Level 4 and 65% of our students are below Level 5.

Which data component showed the greatest decline from prior year?

There has not been a drastic decline in the FSA assessment scores of our students throughout the years. It seems to be constant that our population of students have scored between the low Level 2 and Level 1 in all state standardized testing.

Regarding our tenth grade students who attend our schools from other local traditional facilities, only 2% of the tested population have scored a Level 3. The remainder have scored significantly beneath that level.

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

In comparing the state average our students have a biggest gap when referring to meeting the reading requirements for graduation. Approximately 82% of our testing ready student population have not met the requirement for reading via SAT, ACT and or FSA. This is due to various reasons in the students demographics within our schools.

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

In reviewing all standardized testing and benchmarks in which we use in our schools the most improved area was the Math Assessments for graduation requirements. This area included PERT and the Algebra 1 End of Course Exam. In the beginning of the year with the use of our new direct instruction, one on one traditional classroom instruction, our students increased their with passing scores in meeting the math graduation requirements by 31%. This percent was a compiled average from Algebra 1 E.O.C. and or PERT.

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

Improvements were implemented in areas of Math verses Reading due to staffing. When staffing the areas needed to improve testing scores there was an emphasis in providing a Math teacher in each computer lab, direct instruction teachers for Math, more pull outs with small group instruction of no more than five students at a time and the use of two Math Tutors. These components together on a daily basis proved that the more we as instructors and a school put into a subject, the more a student can learn. All of this together did work to improve overall increases in Math scores by 26%.

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	0%	56%	56%	0%	50%	52%
ELA Learning Gains	0%	54%	53%	0%	42%	46%
ELA Lowest 25th Percentile	0%	47%	44%	0%	33%	38%
Math Achievement	0%	39%	51%	0%	42%	43%
Math Learning Gains	0%	40%	48%	0%	40%	39%
Math Lowest 25th Percentile	0%	46%	45%	0%	36%	38%
Science Achievement	0%	67%	67%	0%	69%	65%
Social Studies Achievement	0%	70%	71%	0%	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	17 (12)	67 (45)	124 (122)	461 (203)	669 (382)
One or more suspensions	2 (0)	0 (0)	6 (0)	1 (0)	9 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	9 (21)	40 (45)	88 (61)	233 (49)	370 (176)

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	0%	47%	-47%	53%	-53%
	2017	0%	48%	-48%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
10	2018	6%	49%	-43%	53%	-47%
	2017	0%	47%	-47%	50%	-50%
Same Grade Comparison		6%				
Cohort Comparison		6%				

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	13%	68%	-55%	65%	-52%
2017	16%	69%	-53%	63%	-47%
Compare		-3%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	18%	61%	-43%	68%	-50%
2017	16%	63%	-47%	67%	-51%
Compare		2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	7%	52%	-45%	62%	-55%
2017	0%	46%	-46%	60%	-60%
Compare		7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	3%	39%	-36%	56%	-53%
2017	4%	43%	-39%	53%	-49%
Compare		-1%			

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
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

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	Literacy
Rationale	Due to students' low test scores in standardize reading assessments (82% of the population) the need to improve our reading courses and test scores are needed in order for students to be able to meet the graduation requirements to earn a diploma.
Intended Outcome	Increase standardize Reading Test scores by 10% within the students who are in need of insuring high levels of learning for all students in Literacy by use of Boot Camps for Reading as an intervention for students. In addition, the use of a Reading Coach working with students who are Level 1 and Level 2
Point Person	Tonja Christopher (tonja.christopher@osceolaschools.net)
Action Step	
Description	<p>1. Implement Reading Plus with fidelity Students will be responsible to complete a Reading Plus assignment daily. By the end of the week five assignments will be completed. With this practice students will not only read for enjoyment but also increase their reading time by twenty to thirty seconds per reading question, in turn providing more time to answer all question on the section of the test with quicker</p> <p>2 . Have additional teachers enroll in Reading Endorsement classes Returning teachers were asked to partake in a Reading Endorsement Program; of which Class 1 will have to be completed by the end of the first semester of the school year. New teachers were also told enroll in the courses as part of their contract for the year.</p> <p>3. Hire a Reading Coach for one on one interventions with Level 1 students Hiring two staff members who are concentrating only on Reading with students. They will be assigned to a classroom per day and given a list of students who are in need of assistance with the foundations in reading. Students will be assigned Reading Foundations on our APEX curriculum in which they will work on when they are not working with a Reading Coach. The Reading Coach would them unite the group and work on units in which the students are working on.</p> <p>4. Implementation of Reading Boot Camps Small group instruction with no more than ten students will be provided with an emphasis and a summary of a recap of items that will be presented on the Reading test (FSA, ACT and SAT) as preparation for students who will be testing the state standardize assessments. Items used for this small group instruction are: Kaplan ACT Prep, Kuhn Academy, APEX ACT preparation and Pearson. This will increase scores by 25%.</p>
Person Responsible	Tonja Christopher (tonja.christopher@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<p>a. Provide Benchmark Testing on the initial first day of students The use of Reading Plus and Pearson in Math will be provided to each individual student upon their arrival for the school year and again at the end of their school year and or exit from the program. When used in the beginning of the year the data gathered will be used to assign students to particular direct instruction classes This will allow us to identify if a student has comprehended the materials needed to meet the Florida Standards. In addition, it will allow for the teachers to work individually on the targeted areas that students did not comprehend. This will allow for a 10% increase in final Benchmark Testing.</p> <p>b. Students will increase comprehension in reading by increasing Benchmark Test scores,</p>

Standardize Test scores and ACT/SAT scores. The method of analysis will be used
c. ESOL students will be able to write and read aloud in English

Person Responsible Tonja Christopher (tonja.christopher@osceolaschools.net)

Activity #2

Title Increase in Math Scores

Rationale Students in our program have failed their Math courses and standardized assessments. With a population of students (74%) who have failed their Algebra 1 End of Course Exam and or PERT Exam an increase amount are having more difficulty in their courses. Due to the difficulty in the Math courses the students are not graduating on time.

Intended Outcome Ensure high levels of Math achievement for all students. Students will increase standardize test scores by 20%. With the increase in individual and group assistance students will

Point Person Ronald Schroeder (rschroeder@mainstreethigh.com)

Action Step

Description

1. Math teachers will be assigned to specific areas for direct instruction. Out of the five hours per session there will be a hour and fifteen minute sessions in Algebra 1, Liberal Arts Math, Geometry and Math for College Readiness. We begin with Semester in small group.
2. Utilize Title 1 funds for Math Interventionist.
3. Math Blast Review for students who are testing. This extra boot camp will target summary of all learned in the topic of Math. Use of applications using FSA, PERT, Kuhn Academy, Pearson and Kaplan Math ACT/SAT Prep.
4. Students will be divided by administration and assigned to Schroeder, Garcia, Bodner , Cassiba and Eugene to mentor individual students in Math. Students will be divided by course.

Person Responsible Ronald Schroeder (rschroeder@mainstreethigh.com)

Plan to Monitor Effectiveness

Description

- a. Ronald Schroeder will conduct evaluations on teachers performance during the direct instruction hours every two weeks informally and a formal evaluation every three months.
- b. The Math Tutor and Math teachers' lesson plans will be evaluated by Ronald Schroeder weekly to insure that the Florida Standards are being upheld with validity.
- c, The Benchmark Assessments will be remeasured at the end of the year to build the future connection for the following year.
- d. Students attendance in the DI will increase by 15% due to the support system they receive from the Math staff. The report will be monitored by Juan Ruiz and reported to Ron Schroeder. This increase in attendance will contribute to the increase in Standardize scores.

Person Responsible Ronald Schroeder (rschroeder@mainstreethigh.com)

Activity #3	
Title	Collaboration of Staff
Rationale	Collaboration of staff is needed in order to ensure that the learning needs of all students are met. Staff will work together with a common goal to unify with the end result being the growth of the staff that will follow through and flow onto the student population.
Intended Outcome	Students will increase credit completion, standardize test scores and attendance. With the common goal for increasing students credits earned and test scores teachers will
Point Person	Christine Perez (cperez@mainstreethigh.com)
Action Step	
Description	<p>These outcomes will be evident by the use of the following:</p> <p>A. Stockholder Meetings to develop jointly, agree on, and take action on the plan created that will assist in increasing credits and test scores</p> <ol style="list-style-type: none"> 1. Build a vision with staff of how to build engagement to increase the student outcomes. 2.. Meetings with staff will be held monthly in small groups of four to five and individually with the Principals and or Assistant Principal and Dean of Academics. 3. Weekly check ins with teachers individually. <p>B. Monthly credit checks of courses completed with the Guidance Counselors and teachers.</p> <ol style="list-style-type: none"> 1. Reports will be run from APEX that have shown student completion of courses at 100% completed. 2. In advance to guarantee that we have the students on the correct path, reports of 75% or more completion of each course assigned per student will be gathered. 3. These reports will assist staff in keeping students on path as they meet with them on Fridays weekly in their individual mentoring appointments. <p>C. Teachers and staff will attend Professional Development courses</p> <ol style="list-style-type: none"> 1. Teachers will partake in provided Professional Development sessions that the administration of the staff will hire to assist in classroom management 2. All staff will participate and enroll in district wide courses for Reading Courses 3. Pearson trainings of how to use the program and how to build better outcomes through the use of the program.
Person Responsible	Christine Perez (cperez@mainstreethigh.com)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Observations of teachers and staff of implementing the topics addressed in the meetings while in their classes. 2. A progression plan based on stages of what each individual teacher/staff member has created with Leadership that they stated was the problem in their class 3. Gathering of data from the Data Clerk/Registrar that shows the amount of courses completed an put into the district system 4. Teachers who have attended Professional Develop will use their lessons in their everyday classes. The students behavior and amount of work completed will mirror the teachers lessons learned by the amount of assignments completed. 5. An increase in credit completion based on a 3 week time period of .5 credits per 85% of the students 6. An increase of 5% in standardize test scores due to the knowledge students have obtained by due to credit completions and teachers collaborating for the interest of the student

Person Responsible Christine Perez (cperez@mainstreethigh.com)

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, Â§ 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.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and out Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and training provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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.

Positive Behavior Interventions & Supports (PBIS) and Restorative Practice training have been scheduled through the use of Title IV funds. The school district has also added 13 district social worker positions and 2 psychologist positions.

The primary goal of Main Street High School is to address the academic needs of students who have dropped out of school or who are at risk of dropping out. For the school to successfully meet the needs of the students it serves, Main Street High has created a mentoring program in which staff serve as mentors to students in order to monitor and assist them in complying with graduation requirements. Teachers serve as mentors to students. The teacher's role is to monitor, support the student's academic progress, behavior, social well-being and attendance. Within the first 30 days of a student's enrollment, they are assigned a mentor. Mentors are required to meet with their mentees every Fridays. A folder will contain the Academic Advisement Form, the Mentor-Mentee Meeting Agreement, and the Post Secondary Plan (Appendix D). The school's Academic Advisor will provide students with opportunities for career explorations and interviewing techniques, track employment and hours where applicable, conduct employer outreach and coordinate career fairs in support of student post-secondary goals. The District of Osceola County provides counselling and speech services to students from school psychologists and social workers biweekly.

Our goal is to increase the amount of students attending college. Main Street High will participate in the district's initiative called "Got College?" initiative, Main Street High implements PERT preparation classes through APEX and also with Study Island in order to prepare students to attend and excel in post-secondary education.

Special activities developed by the staff to assist students::

Positive Youth Development

Parent Academy

Drug and Alcohol Course
Summer Enrichment Program
College/Career Day
Goodwill Good Guides Program/Mentors

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

To support the transition of Pre-K students to elementary, the school district scheduled a one-hour open house prior to the K-5 elementary students specifically for the welcome and transition of Pre-K students to their elementary school.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

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.

When a student receiving Tier 2 or 3 interventions enrolls at MSHS, their record is reviewed to determine whether or not we are able to offer the same intervention or whether we offer something different at the same Tier level. Infrequently, and depending on the need of the student, a Tier 3 student may be returned to Tier 2 when the Tier 3 intervention they were receiving at their prior school is not available here and we want to determine whether our Tier 2 interventions might help before elevating their Tier. Monthly meetings are to review the existing interventions of all students in Tier 2 and Tier 3 to determine whether to continue the existing interventions or to make changes, frequency, or tier.

MTSS Monthly Meetings
SY 2018-2019

September 12, 2018 [Postponed to September 13, 2018]
October 10, 2018
November 14, 2018
December 12, 2018
February 13, 2019
March 13, 2019
April 10, 2019
May 8, 2019

Transforming MSH into an active nurturing learning community our main goals. Our focus as a

professional learning community is to build, sustain, and embrace a positive relationship with teachers and to share leadership, power, and decision making.

This includes the exact verbiage to include in your School Improvement Plan. It can be found at:

1. Current School Status
2. Effective Leadership
1. School Leadership Team

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant

When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D

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

Title II

Professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American 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 gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions.
3. Improve the use of technology to improve the academic achievement and digital literacy of. (ESEA section 4101).

Title IX

To eliminate education barriers the District Liaison works with the school to help homeless students to enroll succeed. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College

(Tech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget	
Total:	\$57,325.00