Liberty High School

2018-19 Schoolwide Improvement Plan

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Liberty High School

4250 PLEASANT HILL RD, Kissimmee, FL 34746

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	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

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

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.

Liberty High School will ensure all students are successful in a safe and secure environment, while acquiring the necessary social, emotional and academic skills needed to be lifelong learners, as well as competent citizens.

Provide the school's vision statement.

Liberty High School will prepare all students for college and/or to enter the work force through one of our career and technical education pathways.

School Leadership Team

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

Name	Title
Piccolo, David	Principal
McCall, Juanita	Assistant Principal
Holder, David	Assistant Principal
Arscott, George	Assistant Principal
Ramsey, Laurel	Assistant Principal

Duties

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

The administrative leadership team consists of the following members; Dr. David Piccolo, Principal; Mrs. Laurel Ramsey, Assistant Principal of Instruction; Mr. George Arscott, Assistant Principal of Curriculum; Dr. Juanita Morrow, Assistant Principal and Mr. David Holder, Assistant Principal. The members of the administrative leadership team bring an array of experiences to the team and work collaboratively to impact the school's performance, develop and monitor school goals and execute the goals outlined in the School District's Strategic Plan. Each member of the administrative leadership team has a content area that they are responsible for supporting and coaching. Through the use of structured feedback, coaching and modeling and PLCs the administrative team member serve as instructional leaders to build teachers instructional capacity.

While each member of the team serves as the expert and point of contact for a particular area, the team meets weekly to review goals, student performance data and the needs of the instructional staff through a shared decision-making process to ensure that the overall mission and vision of the school is upheld. Additionally, the team utilizes the practice of a shared decision-making progress on a daily basis to ensure the safety of the students and staff during the school day. The list of responsibilities for each member of the administrative leadership team is provided below:

Dr. David Piccolo, Principal: Develops, submits and implements the school budget and funds, builds and strengthen community relationships, provides regular updates and communication regarding school performance to all stakeholders, works collaboratively with the School Advisory Council, plans

and executes weekly administrative leadership meetings. He also facilitates regular Stocktake meetings throughout the school year and develops and monitors the School Improvement Plan.

Mrs. Laurel Ramsey, Assistant Principal of Instruction: Provides instructional leadership and support to the English and Reading Departments and oversees the Guidance Department, creates the master schedule, oversees FTE, coordinates dual enrollment and the AICE/Cambridge program, conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensures that high-probability strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. She also facilitates regular Stocktake meetings throughout the school year and develops and monitors the School Improvement Plan.

Mr. George Arscott, Assistant Principal of Curriculum: Provides instructional leadership and support to the Math and CTE Departments, oversees the school's Title I budget and programming, serves as PLC Leader, conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensure that high-probability strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. Facilitates regular Stocktake meetings throughout the school year and develops and monitors the School Improvement Plan.

Dr. Juanita Morrow, Assistant Principal: Provides instructional leadership and support to the Social Studies and ESE Departments, oversees the school's attendance/truancy, coordinates and oversees Advanced Placement curriculum, College & Career and AVID; serves as the MTSS Leader, conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensure that high-probability strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. She also facilitates regular Stocktake meetings throughout the school year and develops and monitors the School Improvement Plan.

Mr. David Holder, Assistant Principal: Provides instructional leadership and support to the Science Department, oversees Student Services, athletics, and PBIS; conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensure that high-probability strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. He also facilitates regular Stocktake meetings throughout the school year and develops and monitors the School Improvement Plan.

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	69	105	91	126	391
One or more suspensions	0	0	0	0	0	0	0	0	0	115	63	82	59	319
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	20	2	1	0	23
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	139	155	119	80	493

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	86	76	73	55	290

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	1	37	38
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	47	58	28	81	214

Date this data was collected

Friday 9/21/2018

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	41	63	56	66	226
One or more suspensions	0	0	0	0	0	0	0	0	0	4	6	3	3	16
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	4	108	126	72	310
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	190	272	295	243	1000
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	19	113	113	73	318

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	63	56	66	226
One or more suspensions	0	0	0	0	0	0	0	0	0	4	6	3	3	16
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	4	108	126	72	310
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	190	272	295	243	1000
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	19	113	113	73	318

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?

The data component that performed the lowest for the 2017-2018 school year was Math. Math achievement level for the 2017-2018 school year was 21%, which is 2% growth from the 2016-2017 school year. When analyzing the data for Math a trend that was observed was that during both the 2016-2017 and 2017-2018 school years, 71% of students who took the Algebra I EOC scored a level 1.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline from the prior year was Social Studies achievement. For the 2016-2017 school year, Social Studies 61% of students scored a level 3 or higher on the U.S. History EOC, compared to 49% for the 2017-2018 school year. Thus, resulting in a 12% decline.

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

The data component that had the biggest gap when compared to the state average was Math. For the 2017-2018 school year the state average was 51%. For the 2017-2018 school year Liberty High School's Math achievement level was 21%. When comparing the two data components, there is a gap of 30%.

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

The data component that showed the most improvement was ELA. When comparing the 2016-2017 (37%) and 2017-2018 (43%) data components there was an increase in achievement levels by 6%. Additionally, learning gains for ELA increased by 16% and learning gains for the lowest 25% increased by 15%.

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

The actions that led to this improvement are due to the structured collaboration of the ELA department. The ELA PLC worked deliberately to unpack standards and planning according to learning targets. This improvement can be contributed to the work of the Literacy Coach. The Literacy Coach provided several professional development workshops on standards-based instruction and using data to drive instruction. Additionally, the master schedule was created to allow common planning for the ELA department to provide more collaboration opportunities.

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	43%	56%	56%	37%	50%	52%
ELA Learning Gains	53%	54%	53%	41%	42%	46%
ELA Lowest 25th Percentile	46%	47%	44%	37%	33%	38%
Math Achievement	21%	39%	51%	27%	42%	43%
Math Learning Gains	35%	40%	48%	33%	40%	39%
Math Lowest 25th Percentile	49%	46%	45%	33%	36%	38%
Science Achievement	54%	67%	67%	56%	69%	65%
Social Studies Achievement	49%	70%	71%	58%	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	69 (41)	105 (63)	91 (56)	126 (66)	391 (226)
One or more suspensions	115 (4)	63 (6)	82 (3)	59 (3)	319 (16)
Course failure in ELA or Math	20 (4)	2 (108)	1 (126)	0 (72)	23 (310)
Level 1 on statewide assessment	139 (190)	155 (272)	119 (295)	80 (243)	493 (1000)

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	36%	48%	-12%	52%	-16%
Same Grade Comparison		4%				
Cohort Comparison						
10	2018	39%	49%	-10%	53%	-14%
	2017	35%	47%	-12%	50%	-15%
Same Grade Comparison		4%				
Cohort Comparison		3%				

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	54%	68%	-14%	65%	-11%
2017	58%	69%	-11%	63%	-5%
Compare		-4%			

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	48%	61%	-13%	68%	-20%
2017	58%	63%	-5%	67%	-9%
Compare		-10%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	17%	52%	-35%	62%	-45%
2017	14%	46%	-32%	60%	-46%
Compare		3%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	20%	39%	-19%	56%	-36%
2017	24%	43%	-19%	53%	-29%
Compare		-4%			

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	22	38	38	21	43	52	26	16		75	36
ELL	11	41	45	12	32	39	45	24		77	67
ASN	73	53		43	50			80		100	64
BLK	40	51	34	18	35	52	51	53		91	47
HSP	43	53	48	21	33	44	54	45		88	56
MUL	67	80									
WHT	46	55	55	30	47	62	64	53		83	60
FRL	40	50	44	21	34	50	50	48		89	54

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	4	25	22	2	24	35	45	20		58	16
ELL	7	23	20	6	31	38	24	34		70	47
ASN	61	50		48	47						
BLK	38	37	36	17	18	23	55	64		86	52
HSP	33	35	27	18	28	37	59	56		81	51
MUL	70	40		14	22	33	38	69			
WHT	45	55	36	29	34		80			69	22
FRL	32	36	30	17	27	35	57	61		84	48

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 the instructional practice of teachers through professional development and on-going coaching to improve student performance in ELA and improve student's ELA skills in all content areas.
Rationale	Content across all subject areas includes a component of ELA and the foundation of content across all subject areas is writing and reading comprehension. In order to succeed academically and progress students must be proficient in ELA. Instructional strategies will be research based and best practices will be developed to improve ELA scores.
Intended Outcome	• ELA/Reading lowest 25% gains will increase by 5%. • ELA proficiency gains will increase by 5% in all subgroups.
Point Person	Blacina Jabiel (blacina.jabiel@osceolaschools.net)
Action Step	
Description	1. School PLCs will meet 4 times each month to review student assessment data to drive instruction and ensure target alignment and overall standards-based instruction. Each Assistant Principal is responsible for monitoring the structure and planning for the schoolwide PLCS. This step will be ongoing throughout the school year until May 2019. 2. English and Reading teachers will work collaboratively as a whole group PLC to plan, analyze data, identify targeted students and provide supplemental assistance to identified students. 3. ELL Task Force will be formed to monitor the process of students in this subgroup. The ELL task force consists of the ESOL Compliance Specialist, Language Arts teachers and the Literacy Coach.The ELL task force will work closely with student identified as ELL to provided targeted support throughout the school year. 4. ELL paraprofessional support will be subject specific, which will provide the opportunity for more structured enrichment. The paraprofessional will work collaboratively with the teacher of the identified ELL students to provide structured ongoing support. 5. An intervention period throughout the school day known as "Charge Up" will be included in the daily bell schedule to support the efforts of the MTSS Team and to provide supplemental opportunities to teachers to meet learning targets with individual students.Teachers will review data from formative assessments and GradeCam to determine which standards need to be re-taught. Assistant Principal, George Arscott is responsible for monitoring the structure of the MTSS Team. 6. Teachers will be provided common planning periods for the purpose of analyzing data and revising lesson plans to provide effective differentiation in an effort to meet the needs of all students. Assistant Principal, Jennifer Ramsey is in charge of developing the master schedule to allow common planning for all subject area teachers. 7. Each department will utilize GradeCam to analyze student performance and adjust lesson plans and activities to improve student performance. Khan Academy will be utilized in the classroom on a weekly basis as a supplemental instructional resource.Lesson plans are to be submitted weekly to each Assistant Principal which will be checked for standards alignment and taxonomy level. This step will be ongoing throughout the school year until May 2019. 8. New teachers will be paired with a teacher mentor through the TSL Grant for additional support and build teacher capacity. This step will be ongoing throughout the school year until May 2019. Assistant Principal Laurel Ramsey is responsible for monitoring the effectiveness of the TSL mentors. 9. The Literacy Coach will provide on-going support, resources and professional development on standards based instruction, rigor and differentiation for the ELA department. Literacy Coach, Blacina Jabiel is responsible for reviewing formative data and

providing teachers with individualized coaching.
10. Teachers will participate in district focused professional development to strengthen content knowledge and instructional practice throughout the school year:
a. ELA teachers will participate in ELA professional development and Advanced Placement literature teachers will participate in College Board professional development opportunities. Professional development will be ongoing through the school year.

Person Responsible	George Arscott (george.arscott@osceolaschools.net)

Plan to Monitor Effectiveness

Description

• School administration and Literacy Coach will monitor the utilization of district time allotted for PLCs through the use of walkthroughs, artifacts, meeting notes, copies of common assessments and lesson plans on a weekly basis.
• School administration and Literacy Coach will monitor the implementation of best practices in the classroom for effectiveness through data generated from formative and summative assessments and grade reports.
• School administration will monitor and review coaching logs to identify any additional support for struggling teachers that is needed.
• ELL Task Force will monitor the instruction and best practices of ELL students and provide individualized support to teachers and students, when needed.
• The school administration over the ELA Department, Mrs. Ramsey and the Stocktake Leader, Mr. Holder will conduct monthly School Stocktake meetings to progress monitor and make revisions when necessary.
• The school principal will update Assistant Superintendents on Curriculum during their monthly check-ins.
• Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress of the Area of Focus through the School Stocktake Model.

Person Responsible	David Holder (david.holder@osceolaschools.net)

Activity #2	
Title	Strengthen teacher instructional practice to improve student's performance in all subgroups on Mathematics and Science assessments.
Rationale	Learning gains are a high priority area of need that hold a direct connection to student achievement and the overall school academic grade. With a developed and specific focus on learning gains, students will receive core instruction and targeted interventions that will meet their individual needs.
Intended Outcome	Student learning gains will increase by 3% in the area of math and proficiency levels in science will increase by 3%.
Point Person	Alana Dvornik (alana.dvornik@osceolaschools.net)

Action Step	
Description	1. School PLCs will meet 4 times each month to review student assessment data to drive instruction and ensure target alignment and overall standards-based instruction. Each Assistant Principal is responsible for monitoring the structure and planning for the schoolwide PLCS. This step will be ongoing throughout the school year until May 2019. 2. Math and Science teachers will work collaboratively as a whole group PLC to plan, analyze data, identify targeted students and provide supplemental assistance to identified students. 3. An intervention period throughout the school day known as "Charge Up" will be included in the daily bell schedule to support the efforts of the MTSS Team and to provide supplemental opportunities to teachers to meet learning targets with individual students. Teachers will review data from formative assessments and GradeCam to determine which standards need to be re-taught. Assistant Principal, George Arscott is responsible for monitoring the structure of the MTSS Team. 4. Teachers will be provided common planning periods for the purpose of assessing, analyzing, reflecting and revising lesson plans to provide effective differentiation in an effort to meet the needs of all students. Assistant Principal, Jennifer Ramsey is in charge of developing the master schedule to allow common planning for all subject area teachers. Additionally, teachers' classroom will be arranged in close proximity in the same hallway to provide for more collaboration opportunities. 5. Each department will utilize GradeCam to analyze student performance and adjust lesson plans and activities to improve student performance. Khan Academy will be utilized in the classroom on a weekly basis as a supplemental instructional resource. Lesson plans are to be submitted weekly to each Assistant Principal which will be check for standards alignment and taxonomy level. This step will be ongoing throughout the school year until May 2019. 6. New teachers will be paired with a teacher mentor through the TSL Grant for additional support and build teacher capacity. This step will be ongoing throughout the school year until May 2019. Assistant Principal Jennifer Ramsey is responsible for monitoring the effectiveness of the TSL mentors. 7. The Math Coach and Science Coach will provide on-going support, resources and professional development on standards based instruction, rigor and differentiation for the Math department. Math Coach, Alana Dvornick is responsible for reviewing formative data and providing teachers with individualized coaching. 8. Representatives from Carnegie Math and Math Nation will visit campus to provide Math teachers with structured instructional coaching and best practices. The Science Coach, Omara Perez is responsible for coaching teachers and monitoring data through formative, summative, and diagnostic assessments. 9. Teachers will participate in district focused professional development to strengthen

content knowledge and instructional practice throughout the school year:
a. Math teachers will participate in professional development opportunities offered by Carnegie Math and Math Nation. Science teachers will participate in ongoing district professional development. Professional development will be ongoing through the school year.

Person Responsible George Arscott (george.arscott@osceolaschools.net)

Plan to Monitor Effectiveness

Description

• School administration, Math Coach and Science Coach will monitor the utilization of district time allotted for PLCs through the use of walkthroughs, artifacts, meeting notes, copies of common assessments and lesson plans on a weekly basis.
• School administration, Math Coach and Science Coach will monitor the implementation of best practices in the classroom for effectiveness through data generated from formative and summative assessments and grade reports.
• School administration will monitor and review coaching logs to identify any additional support for struggling teachers that is needed.
• The school administrators over the Math Department, Dr. Piccolo, Mr. Arscott and the Stocktake Leader and administrator over the Science Department, Mr. Holder will conduct monthly School Stocktake meetings to progress monitor and make revisions when necessary.
• The school principal will update Assistant Superintendents on Curriculum during their monthly check-ins.
• Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress of the Area of Focus through the School Stocktake Model.

Person Responsible David Holder (david.holder@osceolaschools.net)

Activity #3	
Title	Strengthen the schoolwide collaboration structure in an effort to meet the needs of all learners, improve teacher instructional practices, foster congeniality, warrant school improvement and remove barriers to learning.
Rationale	Participation in high-quality collaboration among teachers results in better instruction, expansion of teaching resources, lesson consistency, timely progress monitoring and increased student achievement.
Intended Outcome	• 100% of staff will participate in high-quality collaboration on a monthly basis. • Teachers will develop greater competence in rigorous, standards-based instruction and the use of the instructional framework to increase achievement in literacy across all content areas and all student subgroups. • Based off pre-planning self-assessment, each PLC will grow by 1 stage according to the stages outlined in The Seven Stages of Professional Learning Teams. • The achievement gap between non-subgroups students and our ELL and ESE populations will decrease. • The achievement gap between subgroups and non-subgroup students will decrease, while overall achievement levels of all students will increase.
Point Person	Daniel Guthrie (daniel.guthrie@osceolaschools.net)

Action Step	
Description	1. School PLCs will meet 4 times each month to review student assessment data to drive instruction and ensure target alignment and overall standards-based instruction. Each Assistant Principal is responsible for monitoring the structure and planning for the schoolwide PLCS. This step will be ongoing throughout the school year until May 2019. 2. Each department PLC will utilize GradeCam to analyze student performance and adjust lesson plans and activities to improve student performance. Lesson plans are to be submitted weekly to each Assistant Principal which will be check for standards alignment and taxonomy level. Teachers are provided with common planning in an effort to develop lesson plans and common assessments. This step will be ongoing throughout the school year until May 2019. 3. Teachers will participate in focused professional development to strengthen collaborative teaming and increase knowledge of best practices. Beginning teachers will attend GradeCam Training in July 2018 and the PLC faciliator will attend the PLC Institute training in July 2018. 4. Instructional Coaches will meet weekly to reviewing coaching logs, student data from: formative assessments, Khan Academy, Naviance, Achieve 3000 and GradeCam to identify the individual support and instructional coaching for teachers in each department. 5. A Guiding Coalition will be formed to monitor the process and provide struggling teams with additional support and coaching to become a more effective team. 6. A PLC calendar with set dates and outlined deliverables will be developed and provided to all PLC teams. 7. The performance of all subgroups will be closely monitored to identify targeted students and provide the supplemental multi-tiered support when needed. 8. The Principal's Leadership Team which consists of all administration, instructional coaches, department heads and Math Interventionist will meet in a monthly PLC to discuss the needs of the school and identify areas with growth opportunity.
Person Responsible	George Arscott (george.arscott@osceolaschools.net)

Plan to Monitor Effectiveness	

Description	• School administration, PLC Lead and Guiding Coalition will monitor the utilization of district time allotted for PLCs through the use of walkthroughs, artifacts, meeting notes, copies of common assessments and lesson plans on a weekly basis. • PLC Seven Stages rubric will be used to measure Pre-Mid-End of the school year progress of the PLC teams. • The school administrator/PLC Leader, Mr. Arscott and PLC Facilitator, Mr. Guthrie will conduct monthly School Stocktake meeting to progress monitor and make revisions when necessary. • The school principal will update Assistant Superintendents on Curriculum during their monthly check-ins. • Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress of the Area of Focus through the School Stocktake Model.
Person Responsible	David Holder (david.holder@osceolaschools.net)

Activity #4	
Title	Strengthen the process of identifying student needs and providing the appropriate interventions.
Rationale	Research shows that responding to individual student needs through a multi-tiered support system of support will improve student achievement.
Intended Outcome	The percentage of students in the lowest quartile showing learning gains will increase by 3%.
Point Person	Laurel Ramsey (jennifer.ramsey@osceolaschools.net)

Action Step	
Description	The problem solving team/MTSS Coach/Guidance Counselor will meet with teachers, bi-weekly to discuss the academic needs of students including intervention and extension of learning.
Person Responsible	Laurel Ramsey (jennifer.ramsey@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	-Student data will be tracked through school-wide assessment tools (i-Ready and formative assessments) to identify and target specific students and areas not meeting proficiency. -Walkthroughs will be utilized to prioritize staff professional development needs and address areas of concern. -School Stocktake Model will take place monthly or bi-monthly to report progress to the Principal on the Area of Focus.
Person Responsible	Laurel Ramsey (jennifer.ramsey@osceolaschools.net)

Activity #5	
Title	Increase access to recreational, arts, and cultural experiences for low-income students and families and increase parent involvement.
Rationale	Our school population continues to need exposure to recreational and cultural experiences due to income barriers. Additionally, this impacts parent involvement, necessitating additional outreach on behalf of the schools to secure family involvement in school activities.

Intended Outcome	We will increase attendance at family engagement events by 3%.
Point Person	George Arscott (george.arscott@osceolaschools.net)

Action Step	
Description	1. In order to better advertise parent events, we will notify parents through Remind and social media of schools events prior to events occurring. Flyers will be sent home with students in English and Spanish. 2. All staff will regularly encourage parent and student participation in after-school events. 3. Staff will use phone and meeting logs to track parent contact with staff. 4. Presenters will ensure that parent events are informative and accessible to families. Bilingual support will be provided for Spanish speaking families. 5. Leadership team will ensure that all family engagement events have a chosen coordinator for organization and contact.
Person Responsible	George Arscott (george.arscott@osceolaschools.net)

Plan to Monitor Effectiveness	
Description	-School Stocktake Model will take place monthly to report progress in this area, -Principals will update Assistance Superintendent of Curriculum during their monthly check-ins. -Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress in this area of focus. -Quarterly review of all parent and family engagement night activities for attendance and success.
Person Responsible	George Arscott (george.arscott@osceolaschools.net)

Activity #6	
Title	Ensure high levels of Mathematics achievement for all students.
Rationale	Mathematics problem solving is vital in developing logical thinkers and life-long problem solvers. Students need to be able to work and approach problem-solving in various ways.
Intended Outcome	Student learning gains in Math and increases in math proficiency by 3%. Demonstrate at least 3% growth in students completing credit recovery courses.
Point Person	George Arscott (george.arscott@osceolaschools.net)
Action Step	
Description	1. Using Title I funds to offer IMPACT lab instruction and remediation support. 2. IMPACT Lab teachers will participate in monthly data chats with the administrator to discuss progress. 3.. IMPACT Lab teachers will participate in professional development. 4. Guidance Counselors will visit the IMPACT Lab monthly to meet with students and discuss progress.
Person Responsible	George Arscott (george.arscott@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	• Monitor data through formative, summative, and diagnostic assessments. • MTSS meetings will be held monthly to analyze data and their effectiveness of programs/intervention placement. • School administration will monitor and review tracking logs to identify any additional support for struggling students and to ensure that students are earning credits in an effort to stay on track for graduation. • The school principal will update Assistant Superintendents on Curriculum during their monthly check-ins. • IMPACT Lab data will be sent to the school administrators monthly for review.
Person Responsible	George Arscott (george.arscott@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.

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 trainings 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 trainings 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 to support the socio-emotional needs of students.

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.

The MTSS Team utilizes the MTSS process within the multi-tiered system of support according to state and district guidelines. The Team meets weekly to analyze data and work collaboratively to ensure that the needs of all learners are being supported. Dr. Juanita Morrow, MTSS Leader and Mr. Abisai Soto, coordinate the meetings and assigned duties and responsibilities to the team's members for monitoring students' performance. Mrs. Blacina Jabiel, Literacy Coach, Mrs. Alana Dvornick, Math Coach; and Mrs. Omaira Perez, Science Coach; provide current student assessment data to implement interventions, develop resources and strengthen teacher instructional practice. Mr. Juan Pagan, Math Interventionist; works closely with the Math department to develop and deliver interventions for targeted students. Mr. Abisai Soto, Guidance Counselor/Families In Transitional Liaison provides additional input and resources regarding student social/emotional well-being. Ms.Tracey Planinz, School Psychologist; provides test results and intervention suggestions. Mrs. Nancy Rivera, ESOL Compliance Specialist, ensures that ELL strategies are embedded in the instruction with targeted students. Ms. Rebecca Shontz, ESE Resource Compliance Specialist; ensures that IEPs and the needs of all ESE students are being met. Mrs. Susan Bagley and Mr. Jason Bowe, Dean of Student; provide discipline data and classroom management coaching for teachers struggling with classroom management and suggests behavioral interventions. Mrs. Devin Watson, College & Career Specialist; reviews ongoing data and work with various departments to ensure that all graduating seniors have a post-secondary plan.

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
Focused 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. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

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 and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX
To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. 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 (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

Total:	**$10,700.00**