

School District of Osceola County, FL

# Osceola High School



## 2018-19 Schoolwide Improvement Plan

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## Osceola High School

420 S THACKER AVE, Kissimmee, FL 34741

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 9-12	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	87%

### 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.

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

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

Graduate all students career and college ready.

### School Leadership Team

#### Membership

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

Name	Title
Campbell, Nia	Principal
Bryant, Bronsky	Assistant Principal
Remy, Christina	Assistant Principal
Rivera, Ivet	Assistant Principal
Stewart, Jared	Assistant Principal
Medrano, Aubrey	Dean
Perez Gonzalez, Steven	Dean
Crafton, Lynda	Instructional Coach
Rodriguez, Maria	Instructional Coach
Rosado, Jennifer	Instructional Coach
Ortiz, Ivett	Instructional Coach
Morales-Rivera, Bethzaida	Instructional Coach
Fisher, Melinda	Dean
Foster, Bruna	Dean
Jessup, Abbeyrell	Instructional Coach

#### Duties

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

Principal ensures that the school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula and that student learning results are evidenced by the student performance. The principal also establishes high expectations for learning growth by all students and engage faculty and staff in efforts to close learning performance gaps.

Assistant Principal assists the principal in ensuring the school's learning goals are based on state's adopted student academic standards and district's adopted curricula and that student learning results are evidenced by student performance. APs also assist the principal in enabling faculty and staff to work as a system focused on student learning.

Dean assist the principal in administering school board rules, developing public relations, administering extracurricular programs and provide the necessary services which will give the optimal education for students.

Instructional Coach fosters effective teaching practices, organizes curriculum writing and consults on curriculum development, material selection and alignment with state frameworks. Instructional coaches also coordinate and assists with assessments, monitors student progress and conducts appropriate training.

ELL Compliance Specialist coordinates the ESOL referrals, LEP committee meetings, placement and testing process. The ELL compliance specialist also assists school based ESOL personnel and basic subject area personnel and chairs with all LEP committee meetings.

## 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	96	104	90	134	424	
One or more suspensions	0	0	0	0	0	0	0	0	0	31	33	19	7	90	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	124	109	110	142	485	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	522	569	307	21	1419	

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	167	143	77	0	387	

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

Thursday 9/6/2018

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	124	108	95	138	465	

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	124	108	95	138	465

## 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 OHS performed the lowest in was Math achievement. In 2018, OHS's Math achievement score was 30% compared to 28% in 2017. The Math achievement component in 2018 for the district was 39% and 51% for the state. Therefore, while OHS increased their score by 2% from last year, we still are 9% behind the district and 21% behind the state. This is not a trend. Over the last three years, OHS's Math achievement score was 33% in 2016, 28% in 2017 and 30% in 2018.

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

College and career acceleration component was the only component decline from 2017. In 2018, OHS's college and career acceleration was 53%, down from 56% in 2017.

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

Math achievement had the biggest gap when compared to the state average. In 2018, OHS's Math achievement gap was 30% and the state's was 51%. OHS component score was 21% behind the state's.

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

The data component that showed the most improvement was English Language Arts learning gains. In 2018, OHS's ELA learning gains was 50%, an increase from 2017's 38%. In 2018 the district's ELA learning gain score was 54% and the state's was 53%. The difference between OHS and the district is 4% in 2018 compared to 9% in 2017. The state's ELA learning gain score in 2017 was 49% compared to OHS's 38% which is a 11% difference. This is a trend as OHS continues to increase ELA learning gains (36% in 2016, 38% in 2017 and 50% in 2018).

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

There are several action plans from OHS's 2017 SIP plan that led to improvement. One action step tied to school-wide academic achievement was the implementation of FOCUS meetings. The monthly FOCUS meetings promoted data based performance discussions on student mastery of standards. Administration, academic coaches, department chairs and teachers were able to review current student performance data and development plans for student support.

Another action step was OHS's PLC plan. The PLC calendar was created as an non-negotiable for teachers and administrators to follow. During PLC time, PLC met to discuss common formative assessment data, lesson planning and content standards. Teachers reported that PLC meetings helped them created more effective assessments and fostered open discussions of best teaching strategies.

**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	41%	56%	56%	34%	50%	52%
ELA Learning Gains	50%	54%	53%	36%	42%	46%
ELA Lowest 25th Percentile	37%	47%	44%	31%	33%	38%
Math Achievement	30%	39%	51%	33%	42%	43%
Math Learning Gains	39%	40%	48%	34%	40%	39%
Math Lowest 25th Percentile	41%	46%	45%	34%	36%	38%
Science Achievement	56%	67%	67%	61%	69%	65%
Social Studies Achievement	62%	70%	71%	40%	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	96 (232)	104 (137)	90 (125)	134 (118)	424 (612)
One or more suspensions	31 (100)	33 (107)	19 (69)	7 (24)	90 (300)
Course failure in ELA or Math	124 (129)	109 (171)	110 (37)	142 (44)	485 (381)
Level 1 on statewide assessment	522 (273)	569 (227)	307 (154)	21 (132)	1419 (786)

#### 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	38%	47%	-9%	53%	-15%
	2017	32%	48%	-16%	52%	-20%
Same Grade Comparison		6%				
Cohort Comparison						
10	2018	36%	49%	-13%	53%	-17%
	2017	34%	47%	-13%	50%	-16%
Same Grade Comparison		2%				
Cohort Comparison		4%				

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	57%	68%	-11%	65%	-8%
2017	54%	69%	-15%	63%	-9%
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	58%	61%	-3%	68%	-10%
2017	53%	63%	-10%	67%	-14%
Compare		5%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	28%	52%	-24%	62%	-34%
2017	23%	46%	-23%	60%	-37%
Compare		5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	29%	39%	-10%	56%	-27%
2017	30%	43%	-13%	53%	-23%
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
SWD	27	47	29	24	31	29	27	36		61	20
ELL	17	43	39	21	36	38	38	36		71	61
ASN	45	47		61	67		74	82		93	64
BLK	32	49	46	18	35	38	41	56		88	33
HSP	39	49	36	29	38	41	56	59		85	53
MUL	60	65		35	37		75	75			
WHT	57	57	50	51	50	44	71	82		92	62
FRL	39	49	37	28	38	41	55	57		86	50
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	11	26	23	10	27	27	46	37		66	25
ELL	11	32	29	19	35	39	26	21		66	40
ASN	50	41		43	30		70	69		96	93
BLK	28	37	37	21	34	29	40	49		88	45
HSP	33	38	32	25	31	36	49	52		82	52
MUL	52	33		37	42		67			85	55

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
WHT	53	44	25	44	38	26	73	79		94	63
FRL	30	36	31	23	31	30	48	49		84	52

### 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	
<b>Title</b>	Ensure high levels of learning for all students in literacy
<b>Rationale</b>	If Osceola high school develops the faculty's understanding of quality literacy instruction and deepens teachers' understanding of what equitable literacy instruction looks like then administration can coach and provide meaningful feedback to teachers. As a result literacy instruction will improve across all content areas by meeting the instructional needs of all students.
<b>Intended Outcome</b>	FSA ELA (9th and 10th) achievement score will increase from 41% to 51%. FSA ELA learning gains score will increase from 50% to 60% and the lowest 25% will increase from 37% to 51%.
<b>Point Person</b>	Jennifer Rosado (jennifer.rosado@osceolaschools.net)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Administrative team, academic coaches and compliance specialists will gather data from district CFA's, PLC CFA's and student performance in Achieve 3000, Khan academy and Language Live to determine if students are developing their literacy skills.</li> <li>2. ESOL compliance specialist will coordinate professional development for Language Live.</li> <li>3. The literacy coach will provide professional development on Achieve 3000 and Khan academy.</li> <li>4. All FSA ELA level 1 and 2 students are scheduled into Intensive Reading courses as well as an English courses where teachers will utilize Achieve 3000, Language Live and Khan Academy to develop students' skills and fluency in literacy. Students will be required to complete 30 minutes a week in Achieve 3000. Teachers will assign lessons in Khan academy and Language Live.</li> <li>5. English 1, English 2, and World History teachers will attend professional a development series on Core Connections to incorporate the use of primary sources for evidence in reading and writing.</li> <li>6. Professional Development opportunities are taking place once a month focusing on standards based instruction, instructional practices, data driven lesson planning, and intervention strategies.</li> <li>7. Additional training provided to all teachers on AVID focused note taking, text marking, questions for rigor, differentiation and lesson planning.</li> <li>8. ELL task force will meet once a month to discuss ELL students' academic performance and which strategies the ESOL compliance specialist will train faculty to support our students.</li> <li>9. All teachers are implementing the use of scales to guide instruction and track mastery of standards with a focus on major content.</li> <li>10. Mrs. Remy, is meeting with Literacy coach weekly to obtain feedback on ELA and Reading teachers and will be provided with ongoing data collected through district CFAs that will be placed on the school's data wall for continuous student data analysis.</li> <li>11. School wide intervention program called LASSO is built into the school day schedule to provide supplemental instruction incorporating literacy strategies throughout all content area teachers.</li> <li>12. Literacy Coach will be providing US History, World History, and Biology standards in literature that are aligned to the ELA standards through LASSO.</li> <li>13. Tutoring provided after school with bus transportation by teachers every Tuesday and Thursday.</li> </ol>
<b>Person Responsible</b>	Abbreyell Jessup (abbreyell.jessup@osceolaschools.net)
<b>Plan to Monitor Effectiveness</b>	

<b>Description</b>	1. Administration will visit PLCs during Wednesday meetings. PLC logs will be submitted to the PLC coordinator and reviewed by the principal and assistant principals.
	2. Administration will calibrate the observation process once a quarter to ensure consistency of scoring and feedback to faculty. In addition, administration will conduct observations and provide timely feedback to teachers to support their professional growth.
	3. OHS will implement demonstration classes where master teachers will open their classroom to teachers who need support in specific teaching strategies such as rotations, hands-on activities, stations, rigor & questioning,
	4. School Stocktake Model will take place monthly or bi-monthly to report progress to the Principal on the Area of Focus.
	5. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.
	6. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on the progress of the Area of Focus through the School Stocktake Model.
	7. OHS started a Master PLC, comprised of teachers, coaches, and administrators. Members discuss and analyze best instructional practices with administration to share with their content PLC.
<b>Person Responsible</b>	Christina Remy (christina.remy@osceolaschools.net)

Activity #2	
<b>Title</b>	Ensure high levels of mathematics achievement for all students
<b>Rationale</b>	<p>If OHS develops teachers' understanding of differentiated Mathematics instruction then Mathematics instruction will improve across all Math courses and meet the instructional needs of all students. Additionally, by providing teachers the opportunity to gain a deeper understanding of Math content and instruction, leaders and teacher discussion and feedback will impact the quality of differentiated instruction.</p> <p>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. OHS will increase in proficiency in Science.</p>
<b>Intended Outcome</b>	<p>Algebra 1 EOC achievement will improve to 51% from 28% in the spring of 2019. Geometry EOC achievement will improve to 51% from 29% in the spring of 2019. Math achievement will move from 30% to 51% with learning gains improving to 51% from 40%. The lowest 25% will improve to 51% from 41%.</p> <p>Demonstrate at least 3% growth in students completing credit recovery courses.</p> <p>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.</p>
<b>Point Person</b>	Lynda Crafton (craftonlynda@osceola.k12.fl.us)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Administration team, academic coaches and compliance specialists will gather data from district CFA's, PLC CFA's and student performance in Khan academy to determine if students are developing their math skills.</li> <li>2. The Math Coach will provide professional development on Math literacy, differentiation and rotations.</li> <li>3. Math teachers will utilize Khan Academy to develop students' skills and fluency in Math literacy. Teachers will assign lessons in Khan academy to provide practice opportunities and add additional explanation of math concepts learned in the classroom.</li> <li>4. All FSA Math level 1 and 2 students are blocked scheduled into Intensive math courses along Algebra I courses with the same math teacher.</li> <li>5. Intensive math teachers are utilizing Math Nation to supplement lesson delivery and differentiation</li> <li>6. Professional Development opportunities are taking place once a month focusing on standards based instruction, instructional practices, data driven lesson planning, and intervention strategies.</li> <li>7. Additional training provided to all teachers on AVID focused note taking, text marking, questions for rigor, differentiation and lesson planning.</li> <li>8. ELL task force will meet once a month to discuss ELL students' academic performance and which strategies the ESOL compliance specialist will train faculty on to support our students.</li> <li>9. All teachers are implementing the use of scales to guide instruction and track mastery of standards with a focus on major content.</li> <li>10. Mrs. Remy, is meeting with the math coach weekly to obtain feedback on math teachers and will be provided with ongoing data collected through district CFAs which will be placed on the school's data wall for continuous student data analysis.</li> <li>11. School wide intervention program called LASSO is built into the school day schedule to provide supplemental instruction incorporating math lessons determined through CFA</li> </ol>

- lowest performing standards which will be monitored through weekly mini assessments.
12. Math Tutoring provided after school with bus transportation by math teachers every Tuesday and Thursday.
  13. Using Title I funds to offer IMPACT lab instruction and remediation support.
  14. Students will be provided with targeted interventions that meet the needs of all students.
  15. The leadership team will monitor subsets of lowest quartile data, while in communication with the teachers to track student progress.
  16. Coaching support will be provided based on areas of focus to increase student achievement.

**Person Responsible** Christina Remy (christina.remy@osceolaschools.net)

#### Plan to Monitor Effectiveness

- Description**
1. Administration will visit PLCs during Wednesday meetings. PLC logs will be submitted to the PLC coordinator and reviewed by the principal and assistant principals.
  2. Administration will calibrate the observation process once a quarter to ensure consistency of scoring and feedback to faculty. In addition, administration will conduct observations and provide timely feedback to teachers to support their professional growth.
  3. OHS will implement demonstration classes where master teachers will open their classroom to teachers who need support in specific strategies.
  4. School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus.
  5. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins.
  6. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on the progress of the Area of Focus through the School Stocktake Model.
  7. OHS started a Master PLC, comprised of teachers, coaches, and administrators. Members discuss and analyze best instructional practices with administration to share with their content PLC.
  8. Monitor data through formative, summative, and diagnostic assessments.
  9. MTSS meetings will be held monthly to analyze data and their effectiveness of programs/intervention placement.
  10. Classroom observations will occur daily with effective feedback provided to the school as a whole and individual teachers.
  11. Monitor data through formative, summative, and diagnostic assessments.
  12. MTSS meetings will be held monthly to analyze data and their effectiveness of programs/intervention placement.

**Person Responsible** Nia Campbell (nia.campbell@osceolaschools.net)

Activity #3	
<b>Title</b>	Strengthen collaborative processes to ensure that the learning needs of all students are met, with a PLC Action Plan embedded within the action steps and monitoring process.
<b>Rationale</b>	If OHS implements PLCs through professional development and side-by-side coaching then the PLCs will function at a higher level. Furthermore, development and implementation of a PLC action plan at OHS will increase fidelity and participation which translates to higher quality of standards-based instruction and student outcomes will improve.
<b>Intended Outcome</b>	Osceola high school's PLC goal is that 90% of the PLCs will move up one level in the Seven Stages of Data. OHS created PLC meeting calendar and the goal is to adhere to it 100% throughout the year. PLCs are submitting logs and the goal is that we have 100% participation.
<b>Point Person</b>	Jennifer Rosado (jennifer.rosado@osceolaschools.net)
Action Step	
<b>Description</b>	1. A PLC meeting calendar will be created and shared out during pre-planning. 2. Administration made a commitment that PLC dates will not be moved and other requirements will not be scheduled. 3. The leadership team has been sent to the district PLC training. The team will develop their knowledge and deliver it to PLC leads and the Master PLC.
<b>Person Responsible</b>	Maria Rodriguez (rodrigumi@osceola.k12.fl.us)
Plan to Monitor Effectiveness	
<b>Description</b>	1. Administration will visit PLCs during Wednesday meetings. PLC logs will be submitted to the PLC coordinator and reviewed by the principal and assistant principals. 2. OHS started a Master PLC. Members discuss and analyze best instructional practices with administration to share with their content PLC. 3. School Stocktake Model will take place monthly or bi-monthly to report progress to the Principal on the Area of Focus. 4. Principals will update Assistant Superintendents of Curriculum during their monthly check-ins. 5. Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on the progress of the Area of Focus through the School Stocktake Model.
<b>Person Responsible</b>	Ivet Rivera (ivet.rivera@osceolaschools.net)



Activity #4	
<b>Title</b>	To improve the student behavior culture to increase the time in instruction in the classroom.
<b>Rationale</b>	If students are engaged in positive behavior then students would not receive discipline responses that would require time out of the classroom.
<b>Intended Outcome</b>	There will be a decrease of referrals given to students by 50%. There will be a decrease in ISS given to students by 25%. There will be a decrease of OSS given to students by 20%.
<b>Point Person</b>	Aubrey Medrano (aubrey.medrano@osceolaschools.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Osceola High School has implemented the HERO behavior tracking program across campus. Students will receive HERO points for positive behavior and Student Services will track off-task behavior through the system.</li> <li>2. OHS faculty and staff will receive training in HERO during pre-planning and monthly through out the school year.</li> <li>3. Students will be introduced to the HERO system during open house, student assemblies and homeroom.</li> <li>4. A HERO calendar will be created that will show dates of HERO events and points required to attend the events.</li> <li>5. Administration will support classroom teachers by recommending and providing time to attend classroom management training.</li> <li>6. Deans and administration will track referrals weekly during Dean meetings to monitor our goals, discuss concerns within the classroom or individual students.</li> <li>7. Deans and administration will meet monthly during Stocktake and FOCUS to review referral data, student conferences and positive interventions.</li> <li>8. Deans will meet weekly/monthly with students who have received 12% of referrals last academic year to support positive behavior across campus.</li> </ol>
<b>Person Responsible</b>	Aubrey Medrano (aubrey.medrano@osceolaschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. HERO events will be reviewed for attendance. Student will be asked to provide feedback on events and asked for suggestions for future events.</li> <li>2. Administration will track faculty and staff attendance on classroom management and professional developments. Once a teacher has attended, an administrator will follow up with the teacher and visit the classroom.</li> <li>3. Deans and administration will track referrals weekly during Dean meeting. Referral trends will be reviewed and a plan of action will be created if it determined necessary.</li> <li>4. Monthly Stocktake and FOCUS meetings will be held to review referrals, positive HERO points, ISS time and OSS time given and actions plans.</li> </ol>
<b>Person Responsible</b>	Christina Remy (christina.remy@osceolaschools.net)



Activity #5	
<b>Title</b>	Strengthen the process of identifying student needs and providing the appropriate interventions.
<b>Rationale</b>	Research shows that responding to individual student needs through a multi-tiered support system of support will improve student achievement.
<b>Intended Outcome</b>	The percentage of students in the lowest quartile showing learning gains will increase by 3%.
<b>Point Person</b>	Christina Remy (christina.remy@osceolaschools.net)
Action Step	
<b>Description</b>	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.
<b>Person Responsible</b>	Jared Stewart (jared.stewart@osceolaschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<ul style="list-style-type: none"> <li>-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.</li> <li>-Walkthroughs will be utilized to prioritize staff professional development needs and address areas of concern.</li> <li>-School Stocktake Model will take place monthly or bi-monthly to report progress to the Principal on the Area of Focus.</li> </ul>
<b>Person Responsible</b>	Nia Campbell (nia.campbell@osceolaschools.net)

Activity #6	
<b>Title</b>	Increase access to recreational, arts, and cultural experiences for low-income students and families and increase parent involvement.
<b>Rationale</b>	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.
<b>Intended Outcome</b>	We will increase attendance at family engagement events by 3%.
<b>Point Person</b>	Christina Remy (christina.remy@osceolaschools.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>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.</li> <li>2. All staff will regularly encourage parent and student participation in after-school events.</li> <li>3. Staff will use phone and meeting logs to track parent contact with staff.</li> <li>4. Presenters will ensure that parent events are informative and accessible to families. Bilingual support will be provided for Spanish speaking families.</li> <li>5. Leadership team will ensure that all family engagement events have a chosen coordinator for organization and contact.</li> </ol>
<b>Person Responsible</b>	Christina Remy (christina.remy@osceolaschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	<ul style="list-style-type: none"> <li>-School Stocktake Model will take place monthly to report progress in this area,</li> <li>-Principals will update Assistance Superintendent of Curriculum during their monthly check-ins.</li> <li>-Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress in this area of focus.</li> <li>-Quarterly review of all parent and family engagement night activities for attendance and success.</li> </ul>
<b>Person Responsible</b>	Nia Campbell (nia.campbell@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, 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.**

Osceola High School believes that positive parent/family involvement is a key component to reach the greatest student achievement possible and will encourage involvement in all school activities. OHS wants to get parents more involved with the events on campus. Title I funds have allowed for a parent

liaison. A parent center has been developed on campus and will allow for more interaction with parents. In addition, the parent center will be open one night a month.

Osceola High has also added Dinner with the Doc, which is a time for parents, students, and community members to meet with Dr. Campbell to discuss matters of concern and learn important information. We will also start a new program with our retired teachers to provide tutoring opportunities, mentoring, and community support.

#### **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.**

Osceola High School receives funds from the School District of Osceola County to support the Educational Alternative Outreach program. Services are coordinated with the districts Drop-Out Prevention program. The funds are used to prevent at-risk students from dropping out of school and provide students with the opportunities to returning to an educational setting. In order to continue to help meet the social-emotional needs of our students, OHS offers a peer mediation program in which students must train for two years and take a course titled Peer Mediation before performing any student mediations. The program has been effective in minimizing student issues and has helped reduce the total amount of behavioral referrals. OHS also has two intervention specialists who focus on supporting students who are at-risk. The intervention specialists act as advocates for the students to ensure academic and social success.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussions about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

In addition, our incoming freshmen class benefit from LASSO because it adds another support for your Freshmen class. During this time, 9th grade students are in class learning effective strategies for success in the classroom and spending additional time on computer programs that will improve their grades and reading ability.

#### **Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The MTSS Leadership Team collects and views data of the student population. Students have already moved to Tier 2 when they were placed in Intensive Reading and Intensive Math classes. The MTSS Leadership Team has created three groups, academic, attendance, and behavior, in order to meet the requirements of the MTSS and CIMS and to further serve more students.

#### **Title I, Part A**

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district

coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

#### Title I, Part C-Migrant

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

#### Title I, Part D

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

#### Title II

Professional Development is provided English Language Arts, Mathematics, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

#### Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

#### Title IX

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

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

The College & Career Counselor assists students with their 4 year high school plan to pursue post secondary education. The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.

OHS hosts a number of career and college presentations during the school day and for students and families after school. Remind accounts have been created to keep students alerted to upcoming events and deadlines.

## **Part V: Budget**

Osceola - 0081 - Osceola High School - 2018-19 SIP  
Osceola High School

Total:	\$9,020.00
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