Osceola County School For The Arts

2019-20 Schoolwide Improvement Plan

Table of Contents

Osceola County School For The Arts

3151 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Dennis Neal

Start Date for this Principal: 11/3/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (87%) 2017-18: A (85%) 2016-17: A (85%) 2015-16: A (77%) 2014-15: A (84%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A

*As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Osceola County School For The Arts

3151 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	43%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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.

It is our Mission to provide a community that nourishes and nurtures the personal integrity and creative expression of our students in their pursuit of artistic and academic excellence.

Provide the school's vision statement.

The Osceola County School for the Arts will grow to become an artistic showcase where the community gathers to appreciate the artistic talents and academic achievements of its students.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Evens, Chundra	Principal	Principal oversees all team members Stocktake: holds team memebers accountable for results, asks questions that challenge and support, actively engages in problem solving
Conners, Mark	Assistant Principal	Assistant Principal of Instruction Master Schedule and Curriculum Stocktake: facilitator, prepares Principal for meeting, designs agenda, keeps meeting on track.
Bell, Tiffany	Dean	Oversees MTSS, academic interventions, MTSS stocktake PP
Long, Jeanette	Assistant Principal	Assistant Principal of College and Career Stocktake: PLC PP
Gonzalez, Ana	Instructional Coach	Math Coach, MTSS Interventions, Math Curriculum coach, Professional Development, stocktake Math PP
Cornwell, Gislene	Instructional Coach	Reading Coach, MTSS Interventions, ELA Curriculum Coach, Professional Development, ELA/Reading stocktake PP.
Vedder, Jay	Instructional Coach	Testing, Science Stocktake PP

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	137	136	116	165	162	124	154	994
Attendance below 90 percent	0	0	0	0	0	0	4	2	0	2	4	1	9	22
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	1	4	0	5	5	1	1	17
Level 1 on statewide assessment	0	0	0	0	0	0	9	3	3	7	7	1	1	31

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	2	0	0	3	0	1	6

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	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
65

Date this data was collected or last updated
Monday 8/26/2019

Prior Year - 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	6	2	3	11	9	17	23	71
One or more suspensions	0	0	0	0	0	0	0	0	0	1	3	1	3	8
Course failure in ELA or Math	0	0	0	0	0	0	2	1	0	6	2	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	2	0	3	0	3	0	8

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	3	2	1	1	7

Prior Year - 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	6	2	3	11	9	17	23	71
One or more suspensions	0	0	0	0	0	0	0	0	0	1	3	1	3	8
Course failure in ELA or Math	0	0	0	0	0	0	2	1	0	6	2	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	2	0	3	0	3	0	8

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	3	2	1	1	7

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	89%	57%	56%	92%	57%	53%
ELA Learning Gains	69%	48%	51%	71%	47%	49%
ELA Lowest 25th Percentile	74%	43%	42%	80%	41%	41%
Math Achievement	91%	46%	51%	85%	44%	49%
Math Learning Gains	79%	41%	48%	68%	42%	44%
Math Lowest 25th Percentile	85%	46%	45%	69%	38%	39%
Science Achievement	87%	69%	68%	90%	71%	65%
Social Studies Achievement	97%	70%	73%	93%	70%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	137 (0)	136 (0)	116 (0)	165 (0)	162 (0)	124 (0)	154 (0)	994 (0)
Attendance below 90 percent	4 (6)	2 (2)	0 (3)	2 (11)	4 (9)	1 (17)	9 (23)	22 (71)
One or more suspensions	0 (0)	0 (0)	0 (0)	1 (1)	0 (3)	0 (1)	0 (3)	1 (8)
Course failure in ELA or Math	1 (2)	4 (1)	0 (0)	5 (6)	5 (2)	1 (0)	1 (0)	17 (11)
Level 1 on statewide assessment	9 (0)	3 (2)	3 (0)	7 (3)	7 (0)	1 (3)	1 (0)	31 (8)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	89%	48%	41%	54%	35%
	2018	82%	46%	36%	52%	30%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	88%	47%	41%	52%	36%
	2018	94%	46%	48%	51%	43%
Same Grade Comparison		-6%				
Cohort Comparison		6%				
08	2019	90%	49%	41%	56%	34%
	2018	95%	52%	43%	58%	37%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				
09	2019	89%	47%	42%	55%	34%
	2018	88%	47%	41%	53%	35%
Same Grade Comparison		1%				
Cohort Comparison		-6%				
10	2019	84%	47%	37%	53%	31%
	2018	91%	49%	42%	53%	38%
Same Grade Comparison		-7%				
Cohort Comparison		-4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	92%	45%	47%	55%	37%
	2018	81%	43%	38%	52%	29%
Same Grade Comparison		11%				
Cohort Comparison						
07	2019					
	2018					
Cohort Comparison		-81%				
08	2019	88%	47%	41%	46%	42%
	2018	73%	43%	30%	45%	28%
Same Grade Comparison		15%				
Cohort Comparison		88%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	78%	42%	36%	48%	30%
	2018	75%	42%	33%	50%	25%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	62%	31%	67%	26%
2018	95%	68%	27%	65%	30%
Compare		-2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	73%	26%	71%	28%
2018	100%	70%	30%	71%	29%
Compare		-1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	89%	62%	27%	70%	19%
2018	0%	61%	-61%	68%	-68%
Compare		89%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	89%	49%	40%	61%	28%
2018	86%	52%	34%	62%	24%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	44%	50%	57%	37%
2018	87%	39%	48%	56%	31%
Compare		7%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD				60							
ELL	73	73	80	86	76	74	75	100			
ASN	96	73		95	95		100	100			
BLK	88	76	86	84	86	93	65	89		100	95
HSP	86	67	72	90	78	82	87	97	100	99	79
MUL	81	70		88	63						
WHT	97	70	78	96	77	96	94	100	100	100	84
FRL	85	65	70	88	77	86	83	93	100	99	84

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
ELL	57	79		53	69						
ASN	100	87		100	80				100		
BLK	85	75	73	64	59	42	78	92	100		
HSP	91	72	83	84	74	70	86	100	90	99	83
MUL	100	93		77	67						
WHT	93	74	85	87	78	78	95	100	95	100	81
FRL	90	74	80	81	73	60	84	100	91	100	81

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				65	47						
ELL	57	67	70	63	56	55					
ASN	97	80		97	71		100	100			
BLK	92	71	76	83	73	84	96	88			
HSP	89	70	81	81	65	63	90	91	98	100	92
MUL	100	71		87	71						
WHT	94	71	78	91	70	77	85	96	90	100	91
FRL	91	71	79	83	65	68	90	92	96	100	88

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	87
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	92
Total Points Earned for the Federal Index	1045
Total Components for the Federal Index	12
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	60
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	81
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	86
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	86
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	76
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	90
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	85
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math ESE - Support facilitation is spread too thin.
19-20 Math coach will pull students for additional intervention.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

FSA ELA Lowest 25%
High School - lack of progress monitoring

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All components were greater than the state average. ELA Learning gains was the closest to the state average due to the use of an ineffective progress monitoring tool.

Which data component showed the most improvement? What new actions did your school take in this area?

FSA Math Lowest 25% Creating middle school intensive math sections with rotational model and individualized learning plans for each student

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students with 2 or more indicators is an area of concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Achievement
2. Science Achievement
3. MS/HS Acceleration
4. Math Achievement
5. PLC Stages

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Achievement
Rationale	Students need assistance in using effective ELA strategies.

State the measurable outcome the school plans to achieve	To increase learning gains from 69% to 74% or higher.
Person responsible for monitoring outcome	Gislene Cornwell (gislene.cornwell@osceolaschools.net)
Evidence-based Strategy	By analyzing our ELA data we will be specifically targeting students who have earned either a level 1, 2, and low 3. Once students are identified we will ensure students are placed in correct intensive courses, analyze progress monitoring data quarterly and use the MTSS process to move students to higher intervention tiers as needed. Teachers will be working in PLCs to analyze data and plan instruction to meet the needs of all students. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being using in the analyzing and planning for the student achievement. School stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Both the MTSS and PLC processes are research-based strategies with proven results.

Action Step	
Description	1. Students will be provided Tier 2 and Tier 3 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis. 2. Assign appropriate Tiers and Interventions for learning support. 3. Teacher teams will meet each week during early release which OCSA has designated for Professional Learning Communities. The purpose of the PLCs is to assess, analyze, reflect and revise lessons and assessments based upon the course progression plan and standards of mastery. 4. Use Ellevation strategies to support ELL instruction. 5. Literacy coach will work with teachers to design effective lessons based on collected data. 6. Teacher teams (PLCs) will track each student by using School City, on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery. 7. Professional development will be conducted each Wednesday morning throughout the school year to build shared knowledge of highly effective ELA and Reading instruction. Tier 1 core instruction will be strengthen by the provision of ongoing professional development provided the our Literacy Coach and other instructional leaders within the

school.

8. Students in grades 6-8 will be monitored using the DIBLES screener at the beginning of the year, and Osceola Writes three times a year.

District formative assessments will be given every four and half weeks in all accountability areas.

9. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable.

10. SWD will receive interevention based on their Tier 3, Tier 2, and Tier 1 individual needs.

11. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standarized lessons and using differentiated instruction for ELL and ESE students. All of which will be monitored by the ESOL Compliance Specialist and RCS.

| **Person Responsible** | Gislene Cornwell (gislene.cornwell@osceolaschools.net) |

#2	
Title	Math Achievement
Rationale	In order to continue the growth in mathematics

State the measurable outcome the school plans to achieve	In mathematics, our measurable outcome will be an increase overall math achievement by 1%.
Person responsible for monitoring outcome	Ana Gonzalez (ana.gonzalezenriquez@osceolaschools.net)
Evidence-based Strategy	Support through MTSS process.
Rationale for Evidence-based Strategy	Lowest quartile students continue to struggle in math achievement. The MTSS process has been proven to be successful. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being using in the analyzing and planning for the student achievement. School stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

Action Step	
Description	1. Teachers will provide interventions for Enrichment, Tier 1, Tier 2, and Tier 3 in math. Math tier 2 interventions will occur within math math instruction by grade level math teachers and tier 3 interventions will occur outside the math block using an interventionist or math coach. 2. Design individualized student interventions for small groups 3. Math Coach will offer teachers activities to support lowest quartile students 4. Continue rotational model in Intensive Math classes 5.Using Ellevation to provide ELL strategies in Math classes 6. Math formative assessments will be on-going throughout the school year. Students will be assessed through PLC and district created assessments, checklists, fluency checks. Assessments will be analyzed by PLCs and Math Coach to monitor effectiveness of instruction. Coaching support will be offered by the Math Coach. 7. Individual data charts will be created from the MTSS team monthly through the use of School City. Data charts are shared throughout the PLCs weekly and monthly within our Stocktake process. Data chats are also an opportunity for the leadership to be involved in the monitoring of specific students to monitor their learning. 8. Teachers will track student data by standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning. 9. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable. 10. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs. 11. Teacher delivers daily content-specific knowledge and experience in the classroom

by ensuring standardized lessons and using differentiated instruction for ELL and ESE students, all which will be monitored by the VE teacher, RCS, and ESOL compliance specialist.

Person Responsible   Ana Gonzalez (ana.gonzalezenriquez@osceolaschools.net)

#3	
Title	Science Achievement
Rationale	District-wide, science achievement has been consistently declining.

State the measurable outcome the school plans to achieve	Increase overall science achievement by 3% (from 87% to 90%).
Person responsible for monitoring outcome	Jay Vedder (jay.vedder@osceolaschools.net)
Evidence-based Strategy	Regularly scheduled progress monitoring assessments both through the district and at the school level. Science will use the PLC process. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being using in the analyzing and planning for the student achievement. School stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	The PLC process is a research-based strategy with proven success. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being using in the analyzing and planning for the student achievement. School stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

Action Step	
Description	1. Identify Level 1 and 2 students as high need students. Tier 2 interventions- once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support during Academic Intervention (AI) to sharpen their comprehension. 2. Assign appropriate Interventions for learning support. 3. Analyze data during weekly PLC meetings. Teachers will track essential standards. After a standard has been assessed, teachers will track the student progress using School City. Teachers will provide interventions as needed and reassess students to monitor their learning. 4. Use Ellevation strategies to support ELL instruction. 5. Mr. Vedder will work with teachers to design effective lessons based on collected data. 6. Individual data chats will conducted with the leadership team three times during the school year to ensure teachers have guidance pertaining to instructional choices made for individual students. Data chats are also an opportunity for the leadership to be involved in the monitoring of specific students and recognize grade level or content specific trends across the school.

7. District formative assessments will be given every four and a half weeks in all accountability areas.
8. SWD will receive grade level instruction. the work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable.
9. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs.
10. Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standarized lessons and using differentiated instruction for ELL and ESE students, all which are monitored by the ESOL Compliance Specialist and RCS.

Person Responsible	[no one identified]

#4	
Title	Acceleration (middle and high school)
Rationale	Increasing Middle and High school acceleration is an indicator for College and Career Readiness.
State the measurable outcome the school plans to achieve	Increase HS CCR to 85%
Person responsible for monitoring outcome	Jeanette Long (jeanette.long@osceolaschools.net)
Evidence-based Strategy	Intentional scheduling Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being using in the analyzing and planning for the student achievement. School stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Through intentional scheduling, students will have increased opportunities to earn acceleration points.
Action Step	
Description	1. Identify all students who have not met the requirements for acceleration 2. Through guidance meetings, select the best acceleration option for each individual student 3. Provide supports for students who are at risk for not meeting acceleration requirements 4. Explore alternative routes for students to earn acceleration point
Person Responsible	Jeanette Long (jeanette.long@osceolaschools.net)

#5	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met.
Rationale	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.

State the measurable outcome the school plans to achieve	All ELA/Reading, Math, Science, Social Studies, and Arts PLCs will be at a stage 5 on the PLC Seven Stage Rubric by the end of Semester 1 2019-2020 assessed by the Principal using the Seven Stage Rubric and format data. The selected areas of focus will improve within the given target set by the leadership team.
Person responsible for monitoring outcome	Mark Conners (mark.conners@osceolaschools.net)
Evidence-based Strategy	Leadership team will take responsibility in monitoring PLCs during meeting and review their minutes. The PLC PP will meet with PLC leads and guide them through the PLC process and assist the leader throughout the year depending on needs. Instructional coaches will assist with data collection and analysis of data. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being using in the analyzing and planning for the student achievement. School stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model. Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.
Rationale for Evidence-based Strategy	For a PLC to be effective, there needs to be a school-wide belief that the PLC process is important and successful. All stakeholders in the school should be part of the process, including the leadership team, to emphasize that the PLC process is a non-negotiable. Pirtile S. S. & Tobia E. (2014 Winter) Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being using in the analyzing and planning for the student achievement. School stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model. Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of

outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioing and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.
Monitoring:
School Stocktake will take place monthly to report progress to the Principal on the Areas of Focus.
Principal will then the update with Chief of Staff and Assistant Superintendent during their half-way point check.

Action Step	
Description	PLC facilitator and PLC Administrator will meet with PLC leads on the first Tuesday of each month to discuss progress and next steps. Leadership team will attend weekly PLC meetings and actively participate in discussions. Assess the PLC stages 3 times per year. Schools PLCs team will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. Leadership team will conduct weekly walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of the PLC processes. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted to train staff on the School City platform. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team. Administration, PLC lead, and PLC guided coalition will meet to discuss all accountability within collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.
Person Responsible	Mark Conners (mark.conners@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 County School for the Arts will continue building positive relationships with families through the use of the school website, Remind, School Messenger, Social Media (Twitter, Facebook, Instagram) to continue positive communication and updates to students, parents, and community members.

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.

All sixth grade students are encouraged to attend a summer enrichment camp offered at the school. This camp is designed to acclimate students to both school culture and procedures. This program also provides students the foundation of basic academic knowledge necessary to be successful in the aforementioned academic courses. Sixth grade students are also partnered with a junior or senior student to guide them through their first year transition.

Our 6th Grade team assists students and parents with OCSA procedures and AVID strategies.

All incoming middle and high school students and parents are invited to student/parent orientation night.

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 middle to high school, middle school counselors are scheduled prior to the end of the school year to visit the middle school students and new students coming into the school of choice. Guidance counselors share information about course offerings, school clubs/organizations, and expectations for the students as they transition from middle to high school. New student orientations are scheduled during the summer before the start of the school year to help students and parents understand the school and grade level expectations with a guided tour of the school. Students and parents are able to ask questions and see the courses they are scheduled to take along with art major progressions.

Incoming 6th grade students are offered a 5th to 6th grade transition camp during the summer to work with teachers and other incoming 6th grade students to assist in the process of the elementary to middle transition.

College and Career counselor and guidance works with all students through the Naviance system to build a college and career culture by discussing post secondary plans with each student and continuing lessons of career exploration.

At the beginning of each school year we offer an Open House where all students and parents are welcome to receive their schedule and visit their classrooms, ask questions, receive expectations and a general understanding of the 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 OCSA Problem-Solving Team meets twice a month, minimum, to discuss and place students in appropriate interventions, based on data provided by classroom teachers, interventionists, counselors and other personnel involved.

Title 1, Part A
Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

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

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

Title III
The Multicultural Department assists in the identification of 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 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 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.

OCSA has a full-time career counselor who works specifically with all students to prepare them for post-high school activities such as college, military careers and/or entering the workforce where their jobs concentrate on their art areas.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Achievement	$0.00
2	III.A.	Areas of Focus: Math Achievement	$0.00
3	III.A.	Areas of Focus: Science Achievement	$0.00
4	III.A.	Areas of Focus: Acceleration (middle and high school)	$0.00
5	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met.	$0.00

	Total:	$0.00