

School District of Osceola County, FL

Osceola High School



2019-20 Schoolwide Improvement Plan

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Osceola High School

420 S THACKER AVE, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Johana Santiago

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	77%
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: C (47%) 2017-18: C (50%) 2016-17: C (45%) 2015-16: C (42%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* 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.

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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 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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<https://www.floridacims.org>.

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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	Job Duties and Responsibilities
Campbell, Nia	Principal	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.
Bryant, Bronsky	Assistant Principal	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.
Rivera, Ivet	Assistant Principal	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.
Stewart, Jared	Assistant Principal	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.
Medrano, Aubrey	Dean	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.
Fisher, Melinda	Dean	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.
Rosado, Jennifer	Instructional Coach	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.
Ortiz, Ivett	Instructional Coach	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.

Name	Title	Job Duties and Responsibilities
Gallman, Guice	Dean	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.
Schmidt, Dana	Instructional Coach	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.
Morales-Rivera, Bethzaida	Instructional Coach	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

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	0	0	0	0	635	616	576	618	2445
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	2	0	3	5
One or more suspensions	0	0	0	0	0	0	0	0	0	0	20	11	12	5	48
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	37	92	83	86	298
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	262	266	209	211	948

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	31	67	51	52	201	

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	3	0	0	6	9	
Students retained two or more times	0	0	0	0	0	0	0	0	0	38	12	11	4	65	

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

118

Date this data was collected or last updated

Tuesday 7/16/2019

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	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 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	167	143	77	0	387

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	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 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	167	143	77	0	387

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	37%	57%	56%	35%	57%	53%
ELA Learning Gains	43%	48%	51%	38%	47%	49%
ELA Lowest 25th Percentile	34%	43%	42%	33%	41%	41%
Math Achievement	29%	46%	51%	28%	44%	49%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	35%	41%	48%	32%	42%	44%
Math Lowest 25th Percentile	36%	46%	45%	33%	38%	39%
Science Achievement	48%	69%	68%	52%	71%	65%
Social Studies Achievement	66%	70%	73%	56%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	635 (0)	616 (0)	576 (0)	618 (0)	2445 (0)
Attendance below 90 percent	0 (96)	2 (104)	0 (90)	3 (134)	5 (424)
One or more suspensions	20 (31)	11 (33)	12 (19)	5 (7)	48 (90)
Course failure in ELA or Math	37 (124)	92 (109)	83 (110)	86 (142)	298 (485)
Level 1 on statewide assessment	262 (522)	266 (569)	209 (307)	211 (21)	948 (1419)

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
09	2019	32%	47%	-15%	55%	-23%
	2018	38%	47%	-9%	53%	-15%
Same Grade Comparison		-6%				
Cohort Comparison						
10	2019	36%	47%	-11%	53%	-17%
	2018	36%	49%	-13%	53%	-17%
Same Grade Comparison		0%				
Cohort Comparison		-2%				

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
2019	47%	62%	-15%	67%	-20%
2018	57%	68%	-11%	65%	-8%
Compare		-10%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	62%	-1%	70%	-9%
2018	58%	61%	-3%	68%	-10%
Compare		3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	19%	49%	-30%	61%	-42%
2018	28%	52%	-24%	62%	-34%
Compare		-9%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	37%	44%	-7%	57%	-20%
2018	29%	39%	-10%	56%	-27%
Compare		8%			

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	20	31	28	20	37	37	31	33		83	7
ELL	19	39	33	23	36	42	33	40		73	49
ASN	60	53		64	45			75		95	85
BLK	30	42	27	24	28	28	39	59		95	35
HSP	35	43	35	28	37	39	48	64		86	47
MUL	53	33						77		100	60
WHT	48	50	33	39	32	21	59	77		92	51
FRL	33	43	32	25	32	34	46	63		91	48

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

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)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	68
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	41
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	46
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	65
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	50
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	44
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.

Algebra I dropped by 8%, from 27% to 19% which is also significantly lower than the district and state. Algebra I results stem from new teachers being deficient in content knowledge, PLC (Professional Learning Community) members were not collaborating, ELL (English Language Learner) strategies were not used. Also, classroom management, pedagogy, and high teacher and student absenteeism were contributing factors.

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

Biology pass rate went from 57% to 47% with a 10% drop. The result stems from instructional expertise in addressing the student's varying learning needs. In addition to providing the rigor and depth of content standards. Our PLC collaboration can improve in the areas of assessment creation, lesson planning, and genuine collective efficacy.

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.

Our greatest gap was in our 9th grade ELA achievement with a 23% gap (state 55% to school 32%). Our ELA results stem from Language Acquisition, lack of expertise in addressing content standards, instructional delivery practices not including read, write, talk, solve, lack of genuine PLC collaboration, and lack of use of ELL strategies.

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

Geometry increased by 9% from 29% to 38%.
The PLC calendar was created as a non-negotiable for teachers and administrators to follow. During PLC time, the geometry PLC met to discuss common formative assessment data, lesson planning and content standards (Engage New York). Geometry teachers reported that PLC meetings helped them create more effective assessments and fostered open discussions of best teaching strategies. Geometry PLC was the most effective with collaboration, data analysis, and decision making.

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

First area of concern on the Early Warning Systems data is the course failure in ELA or Math. Second is the current year's Level 1 students on Statewide assessment.

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

1. Ensure high levels of learning for all students in literacy.
2. Ensure high levels of mathematics achievement for all students.
3. Ensure high Levels of science achievement for all students.
4. Ensure a school-wide post secondary culture for all students.
5. Strengthen collaborative processes to ensure that the learning needs of all students are met.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of learning for all students in literacy
Rationale	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.
State the measurable outcome the school plans to achieve	FSA ELA (9th and 10th) achievement score will increase from 37% to 51%. FSA ELA learning gains score will increase from 43% to 60% and the lowest 25% will increase from 34% to 60.
Person responsible for monitoring outcome	Dana Schmidt (dana.schmidt@osceolaschools.net)
Evidence-based Strategy	<p>Response to Intervention</p> <p>Cognitive task analysis</p> <p>Collective teacher efficacy</p> <p>Teacher estimates of achievement</p> <p>Planning and prediction</p> <p>Setting standards for self-judgement</p> <p>Coaching Cycle & Mentoring</p>
Rationale for Evidence-based Strategy	<p>Implementation of cognitive task analysis is aimed at understanding tasks that require a lot of cognitive activity from the students, such as decision-making, problem-solving, memory, attention and judgement. Promoting collective teacher efficacy is a shared belief that through collective action, teachers can positively influence student outcomes, including the disengaged and/or disadvantaged. A teacher's estimates of achievement can influence the questioning strategies and the student groupings used in class and the teaching strategies selected, which in turn results in planning and prediction through PLC(Professional Learning Community) meetings. Teachers will be setting standards for self-judgement, aligning learning to standards helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and keeping track. These strategies motivate teachers to follow standards based instruction to ensure target goals are met. These evidence-based strategies were chosen by the individual rating scores indicating the potential to considerably accelerate student achievement. The Visible Learning research synthesis findings from 1,600+ meta-analyses of 95,000+ studies involving 300 million students, into what works best in education created and updated yearly by John Hattie.</p>
Action Step	
Description	<p>1. Administrative team, academic coaches, and compliance specialists will gather data from district CFA's (Common Formative Assessments), PLC CFA's and student performance in Achieve 3000, Khan academy and Language Live to determine if students are developing their literacy skills.</p> <p>2. ELL(English Language Learner) Compliance Specialist and ELL task force will meet once a month to discuss ELL students' academic performance and which strategies the ELL compliance specialist will train faculty to support our students. Teachers deliver daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by</p>

the ELLL Compliance Specialist and RCS.

3. The Literacy Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observations and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

4. All FSA ELA level 1 and 2 students are scheduled into Intensive Reading courses as well as an English course, 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.

5. English 1 and English 2 teachers will attend professional development series on Core Connections to incorporate the use of primary sources for evidence in reading and writing.

6. Professional Development opportunities are taking place quarterly focusing on standards based instruction, instructional practices, data driven lesson planning, and intervention strategies. Additional training provided to all teachers on AVID focused note taking, text marking, questions for rigor, differentiation and lesson planning.

7. Students with Disabilities (SWD) will receive grade level instruction. The work will be scaffolded to meet their individual needs and will be supported by the Varying Exceptionalities (VE) teacher when applicable. All teachers are implementing the use of scales to guide instruction and track mastery of standards with a focus on major content.

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

8. Administration will be 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. All students will be monitored using the DIBELS Universal Screener at the beginning of the year, Osceola Writes three times a year, Next Steps to Guided Reading Assessment three times a year, and district formative assessments quarterly.

9. 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. Students will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency.

10. Tutoring will be provided after school by teachers every Tuesday and Thursday.

11. Difference Makers and Carnegie Learning Consultants were brought in to implement a ELA critical shifts in instruction through standards based differentiated planning and individual instruction. Lesson studies, learning walks, lesson modeling, side-by-side coaching based on data analysis and curriculum alignment will be guided through future classroom visits. Major emphasis on restorative practices for building community & Communication.

12. Monthly Stocktake meetings with leadership team to ensure follow through on action steps and report progress to the Principal on the Area of Focus. Monthly Focus meetings with leadership team to discuss data analysis from assessments and or data reports.

13. Principal and leadership team will conduct daily walk-throughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.

14. 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.

15. Teachers are ensuring every student engages in high leverage, standards-based classroom activities to read, write, talk, and solve.

**Person
Responsible**

Dana Schmidt (dana.schmidt@osceolaschools.net)

#2	
Title	Ensure high levels of mathematics achievement for all students
Rationale	<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.</p>
State the measurable outcome the school plans to achieve	Algebra 1 EOC achievement will improve to 19% from 51% in the spring of 2020. Geometry EOC achievement will improve to 38% from 51% in the spring of 2020. Math achievement will move from 29% to 51% with learning gains improving to 51% from 35%. The lowest 25% will improve to 51% from 36%.
Person responsible for monitoring outcome	Jennifer Rosado (jennifer.rosado@osceolaschools.net)
Evidence-based Strategy	<p>Response to intervention</p> <p>Cognitive task analysis</p> <p>Collective teacher efficacy</p> <p>Teacher estimates of achievement</p> <p>Planning and prediction</p> <p>Setting standards for self-judgement</p> <p>Coaching Cycle</p>
Rationale for Evidence-based Strategy	<p>Implementation of cognitive task analysis is aimed at understanding tasks that require a lot of cognitive activity from the students, such as decision-making, problem-solving, memory, attention and judgement. Promoting collective teacher efficacy is a shared belief that through collective action, teachers can positively influence student outcomes, including the disengaged and/or disadvantaged. A teacher's estimates of achievement can influence the questioning strategies and the student groupings used in class and the teaching strategies selected, which in turn results in planning and prediction through PLC meetings. Teachers will be setting standards for self-judgement, aligning learning to standards helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and keeping track. These strategies motivate teachers to follow standards based instruction to ensure target goals are met. These evidence-based strategies were chosen by the individual rating scores indicating the potential to considerably accelerate student achievement. The Visible Learning research synthesis findings from 1,600+ meta-analyses of 95,000+ studies involving 300 million students, into what works best in education created and updated yearly by John Hattie.</p>
Action Step	
Description	<ol style="list-style-type: none"> 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. 2. The Math Coach and mentor will provide professional development on Math literacy, differentiation and rotations, as well as, utilize the TSL mentor platform during coaching cycles. 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.

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. Intensive math teachers are utilizing Math Nation to supplement lesson delivery and differentiation and

5. Professional Development opportunities are taking place quarterly focusing on standards based instruction, instructional practices, data driven lesson planning, and intervention strategies. Additional training provided to all teachers on AVID focused note taking, text marking, questions for rigor, differentiation and lesson planning.

6. Students with Disabilities will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable. SWD will receive interventions based on their Tier 3, Tier 2, and Tier 1 individual needs.

7. ELL task force will meet once a month to discuss ELL students' academic performance and which strategies the ELL compliance specialist will train faculty on to support our students. Teachers deliver daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students, monitored by the ELL Compliance Specialist and Resource Compliance Specialist.

8. Teacher teams 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. All teachers are implementing the use of scales to guide instruction and track mastery of standards with a focus on major content.

9. Administration will be 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. The Math Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

10. School wide intervention program called LASSO is built into the school day schedule to provide supplemental instruction incorporating math lessons determined through CFA lowest performing standards which will be monitored through weekly mini assessments.

11. Math Tutoring provided after school by math teachers every Tuesday and Thursday.

12. The leadership team will monitor subsets of the lowest quartile data, while in communication with the teachers to track student progress.

13. Difference Makers and Carnegie Consultants were brought in to implement a math critical shift in instruction through standards based differentiated planning and individual instruction. Lesson studies, learning walks, lesson modeling, side-by-side coaching based on data analysis and curriculum alignment will be guided through visits. Major emphasis on restorative practices for building community & communication.

14. Teachers will track every student by standard utilizing on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery. Teachers are ensuring every student engages in high leverage, standards-based classroom activities to read, write, talk, and solve.

15. Monthly Stocktake meetings with leadership team to ensure follow through on action steps and report progress to the Principal on the Area of Focus. Monthly Focus meetings with leadership team to discuss data analysis from assessments and or data reports.

16. Principal and leadership team will conduct daily walk-throughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.

17. 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.

18. Teachers are ensuring every student engages in high leverage, standards-based classroom activities to read, write, talk, and solve.

Person

Responsible

Jennifer Rosado (jennifer.rosado@osceolaschools.net)

#3	
Title	Ensure high Levels of science achievement for all students
Rationale	If OHS develops teachers' understanding of differentiated Science instruction then Science instruction will improve across all science courses and meet the instructional needs of all students. Additionally, by providing teachers the opportunity to gain a deeper understanding of science content and instruction, leaders and teacher discussion and feedback will impact the quality of differentiated instruction.
State the measurable outcome the school plans to achieve	EOC Biology Pass rate will increase from 47% to 70%.
Person responsible for monitoring outcome	Jennifer Rosado (jennifer.rosado@osceolaschools.net)
Evidence-based Strategy	<p>Response to intervention</p> <p>Cognitive task analysis</p> <p>Collective teacher efficacy</p> <p>Teacher estimates of achievement</p> <p>Planning and prediction</p> <p>Setting standards for self-judgement</p>
Rationale for Evidence-based Strategy	<p>Implementation of cognitive task analysis is aimed at understanding tasks that require a lot of cognitive activity from the students, such as decision-making, problem-solving, memory, attention and judgement. Promoting collective teacher efficacy is a shared belief that through collective action, teachers can positively influence student outcomes, including the disengaged and/or disadvantaged. A teacher's estimates of achievement can influence the questioning strategies and the student groupings used in class and the teaching strategies selected, which in turn results in planning and prediction through PLC meetings. Teachers will be setting standards for self-judgement, aligning learning to standards helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and keeping track. These strategies motivate teachers to follow standards based instruction to ensure target goals are met. These evidence-based strategies were chosen by the individual rating scores indicating the potential to considerably accelerate student achievement. The Visible Learning research synthesis findings from 1,600+ meta-analyses of 95,000+ studies involving 300 million students, into what works best in education created and updated yearly by John Hattie.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Administration team, academic coaches and compliance specialists will gather data from district CFA's, PLC CFA's to determine if students are acquiring mastery of the standards. 2. The Science Coach will provide professional development on Science literacy, differentiation and rotations. 3. Professional Development opportunities are taking place once a month focusing on standards based instruction, instructional practices, data driven lesson planning, and intervention strategies. 4. Science teachers will utilize Khan Academy to develop students' skills and fluency through the use of the video tutorials. Teachers will assign lessons in Khan academy to provide practice opportunities and add additional explanation of science concepts learned

in the classroom.

5. ELL task force will meet once a month to discuss ELL students' academic performance and which strategies the ELL compliance specialist will train faculty on to support our students. Teachers deliver daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students, monitored by the ELL Compliance Specialist and RCS.

6. Students will be provided Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.

Students will be provided Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency.

7. The Science Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits. Additional training provided to all teachers on AVID focused note taking, text marking, questions for rigor, differentiation and lesson planning.

8. All teachers are implementing the use of scales to guide instruction and track mastery of standards with a focus on major content. Teacher teams will track every student by standard through on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery.

9. Administration will be meeting with the science coach weekly to obtain feedback on science 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.

10. School wide intervention program called LASSO is built into the school day schedule to provide supplemental instruction incorporating science lessons determined through CFA lowest performing standards which will be monitored through weekly mini assessments.

11. Tutoring will be provided after school by science teachers every Tuesday and Thursday.

12. Teachers are ensuring every student engages in high leverage, standards-based classroom activities to read, write, talk, and solve.

13. Students will be provided with targeted interventions that meet the needs of all students. Using Title I funds to offer IMPACT lab instruction and remediation support. Students will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency.

14. The leadership team will monitor subsets of lowest quartile data, while in communication with the teachers to track student progress.

15. 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. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs.

16. Difference Makers Consultants were brought in to implement a Science critical shift in instruction through standards based differentiated planning and individual instruction. Lesson studies, learning walks, lesson modeling, side-by-side coaching based on data analysis and curriculum alignment will be guided through visits. Major emphasis on restorative practices for building community & Communication.

17. Principal and leadership team will conduct daily walk-throughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.

18. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.

19. 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.

Person Responsible Jennifer Rosado (jennifer.rosado@osceolaschools.net)

#4	
Title	Ensure a schoolwide post secondary culture for all students
Rationale	To provide all students post-secondary pathways that will prepare all students for college or career readiness upon graduation.
State the measurable outcome the school plans to achieve	Our 2019 graduating class acceleration rate is 50%, our goal for 2020 class is 80%.
Person responsible for monitoring outcome	Jared Stewart (jared.stewart@osceolaschools.net)
Evidence-based Strategy	Clear school College & Career readiness goals & expectations Naviance Career Planning Advanced Placement Courses CTE Certification Courses Dual Enrollment Courses
Rationale for Evidence-based Strategy	Through clear school goals & expectations we will create a school culture that will prepare all students for college or career pathways. The use of Naviance for our career planning, will equip our students with the tools needed to prepare for post-secondary pathways. Advanced Placement, CTE Certification courses, and Dual Enrollment courses opportunities provided to all students that will create and promote the post-secondary culture.
Action Step	
Description	<ol style="list-style-type: none"> 1. Monitor teacher progress through lesson plan checks and classroom observations with feedback. 2. AP PLC Leader assigned to facilitate collaboration of the content PLC. 3. Testing calendar will be coordinated with the District Testing Calendar 4. Ensure 11th and 12th grade students are in CTE 5. Identify Dual Enrollment students, Including eligibility for underclassmen in D.E. 6. Progress Monitoring (AP Dashboard) To hold teachers accountable for reviewing class and individual student progress throughout the year in order to identify and address areas in which students struggle with content and skills that will be assessed on the AP Exam. Teachers will use Personal Progress checks to measure student understanding of the content and skills in a unit and provide actionable feedback. This includes addressing quality of rigor and instructional expertise. 7. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 8. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 9. 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.

Person Responsible Ivet Rivera (ivet.rivera@osceolaschools.net)

#5	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met
Rationale	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. 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	Osceola high school's PLC goal is that 100% of the PLCs will be at stage 5 or above in the Seven Stages Rubric. 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.
Person responsible for monitoring outcome	Jennifer Rosado (jennifer.rosado@osceolaschools.net)
Evidence-based Strategy	<p>Cognitive task analysis Collective teacher efficacy Teacher estimates of achievement Planning and prediction Setting standards for self-judgement Monitoring</p> <p>A teacher's estimates of achievement can influence the questioning strategies and the student groupings used in class and the teaching strategies selected, which in turn results in planning and prediction through PLC meetings. Teachers will be setting standards for self-judgement, aligning learning to standards helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and keeping track.</p>
Rationale for Evidence-based Strategy	Implementation of cognitive task analysis is aimed at understanding tasks that require a lot of cognitive activity from the students, such as decision-making, problem-solving, memory, attention and judgement. Promoting collective teacher efficacy is a shared belief that through collective action, teachers can positively influence student outcomes, including the disengaged and/or disadvantaged. These strategies motivate teachers to follow standards based instruction to ensure target goals are met. 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.
Action Step	
Description	<p>1. Schools PLC's teams 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.</p> <p>2. Principal, assistant principals, and instructional coaches will conduct walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an</p>

effective PLC.

3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.

4. School City Lite 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.

5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.

6. A PLC Guiding Coalition/ PLC leads will be formed to oversee the process.

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

8. Principal will present within their schoolwide PLC a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020).

9. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.

10. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.

11. 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.

Person Responsible Jennifer Rosado (jennifer.rosado@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).

Reflecting on the EWS data from Part I it was established that the number of student course failure in ELA or Math and the number students with a Level 1 on Statewide assessments will be considered an improvement priority that will be monitored under all the areas of focus.

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

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. High School Kognito Mental Health presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to Osceola high school.

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 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, Osceola high school has a College/Career Specialist to support students in their pursuit of opportunities post-high school. Naviance software is used to give students the opportunity to explore career options and interests. 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.

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 and meets every month. 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

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 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, Standards Based Instruction, 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.

Naviance software is used at Osceola high school to give students the opportunity to explore career options and interests.

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 as well as campus visits during the school year. Remind accounts have been created to keep students alerted to upcoming events and deadlines.

Part V: Budget

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

1	III.A.	Areas of Focus: Ensure high levels of learning for all students in literacy				\$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	0081 - Osceola High School	Title, I Part A		\$12,500.00
			Notes: Focus is on ELA critical shifts in instruction through standards based differentiated planning and individual instruction. Lesson studies, learning walks, lesson modeling, side-by-side coaching based on data analysis and curriculum alignment will be guided through visits. Major emphasis on restorative practices for building community & Communication. Relates to our SIP goal for ensuring higher levels of literacy by strengthening collaborative processes to ensure that the learning needs of all students are met.			
2	III.A.	Areas of Focus: Ensure high levels of mathematics achievement for all students				\$22,375.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	0081 - Osceola High School	Title, I Part A		\$12,500.00
			Notes: Focus is on Mathematics critical shifts in instruction through standards based differentiated planning and individual instruction. Lesson studies, learning walks, lesson modeling, side-by-side coaching based on data analysis and curriculum alignment will be guided through visits. Major emphasis on restorative practices for building community & Communication. Relates to our SIP goal for ensuring higher level of mathematics achievement by strengthening collaborative processes to ensure that the learning needs of all students are met.			
	6400	310-Professional and Technical Services	0081 - Osceola High School	Title, I Part A		\$9,875.00
			Notes: Focus is on Mathematics critical shifts in instruction through standards based differentiated planning and individual instruction. Lesson studies, learning walks, lesson modeling, side-by-side coaching based on data analysis and curriculum alignment will be guided through visits. Major emphasis on restorative practices for building community & Communication. Relates to our SIP goal for ensuring higher level of mathematics achievement by strengthening collaborative processes to ensure that the learning needs of all students are met.			
3	III.A.	Areas of Focus: Ensure high Levels of science achievement for all students				\$0.00
4	III.A.	Areas of Focus: Ensure a schoolwide post secondary culture for all students				\$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:	\$34,875.00