School District of Osceola County, FL

St. Cloud High School

2019-20 Schoolwide Improvement Plan

Table of Contents

St. Cloud High School

2000 BULLDOG LANE, St Cloud, FL 34769

www.osceolaschools.net

Demographics

Principal: Nate Fancher

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 PK, 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)	58%
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: B (58%) 2017-18: B (59%) 2016-17: B (55%) 2015-16: C (51%) 2014-15: B (56%)
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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(per MSID File)

High School
PK, 9-12

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

59%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

63%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

St. Cloud High School is a positive, nurturing and safe environment where everyone participates in building pathways to success through rigor, hard work, responsibility and accountability.

Failure is not an option.

Provide the school's vision statement.

Saint Cloud High School will outperform all other schools in the state of Florida.

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
Fancher, Nate	Principal	Instructional Leader of the school and making all final school-based decisions relative to both students and teachers.
Wrona, Jennifer	Assistant Principal	Assistant Principal of Instruction, managing master scheduling, school counselors, stocktakes, state testing, professional development, new teacher development, and ELL.
Morales, Melissa	Assistant Principal	Assistant Principal, managing ESE/504, Gifted, SAI, and all social media.
Holmes, Stephanie	Instructional Coach	Literacy Coach-Instructional support for all ELA and Reading teachers, managing Khan and Achieve3000. Offers school-wide quarterly PD specific to needs of teachers by content, and assist new and struggling teachers with pedagogy.Member of MTSS team to assist in assessing student data and providing interventions.
Godfrey, Stephanie	Other	Resource Compliance Specialist- manages all ESE students to ensure proper accommodations are implemented, and IEPs and EPs are in compliance. Member of MTSS team to assist in assessing student data and providing interventions.
Bruns, Diane	Instructional Coach	Math/Science Coach-Instructional support for all Math and Science teachers, managing Algebra Nation and School City. Offers school-wide quarterly PD specific to needs of teachers by content, and assist new and struggling teachers with pedagogy.Member of MTSS team to assist in assessing student data and providing interventions.
Kalashnikova, Anna	Instructional Coach	ESOL Compliance Specialist- manages all ELL students to ensure proper accommodations are implemented and ELL para support that is provided in state assessed classrooms.Member of MTSS team to assist in assessing student data and providing interventions.
Dombo, Robert	Assistant Principal	Assistant Principal of College and Career, managing all CTE courses and certification courses, Deans office-discipline, AVID, Threat Assessment Team, Attendance, and MTSS.

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	556	499	577	532	2164
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	4	1	1	1	7
One or more suspensions	0	0	0	0	0	0	0	0	0	6	11	8	1	26
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	7	8	5	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	70	83	101	37	291
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	7	7	3	1	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	38	36	28	24	126

FTE units allocated to school (total number of teacher units)
127

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	88	72	76	106	342
One or more suspensions	0	0	0	0	0	0	0	0	0	163	102	101	117	483
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	22	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	129	88	65	33	315

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	83	59	42	41	225

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	88	72	76	106	342
One or more suspensions	0	0	0	0	0	0	0	0	0	163	102	101	117	483
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	22	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	129	88	65	33	315

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	83	59	42	41	225

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	50%	57%	56%	52%	57%	53%
ELA Learning Gains	46%	48%	51%	46%	47%	49%
ELA Lowest 25th Percentile	39%	43%	42%	43%	41%	41%
Math Achievement	50%	46%	51%	54%	44%	49%
Math Learning Gains	50%	41%	48%	47%	42%	44%
Math Lowest 25th Percentile	44%	46%	45%	39%	38%	39%
Science Achievement	74%	69%	68%	64%	71%	65%
Social Studies Achievement	79%	70%	73%	74%	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	556 (0)	499 (0)	577 (0)	532 (0)	2164 (0)
Attendance below 90 percent	4 (88)	1 (72)	1 (76)	1 (106)	7 (342)
One or more suspensions	6 (163)	11 (102)	8 (101)	1 (117)	26 (483)
Course failure in ELA or Math	7 (22)	8 (0)	5 (0)	0 (0)	20 (22)
Level 1 on statewide assessment	70 (129)	83 (88)	101 (65)	37 (33)	291 (315)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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	53%	47%	6%	55%	-2%
	2018	40%	47%	-7%	53%	-13%
Same Grade Comparison		13%				
Cohort Comparison						
10	2019	45%	47%	-2%	53%	-8%
	2018	59%	49%	10%	53%	6%
Same Grade Comparison		-14%				
Cohort Comparison		5%				

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	73%	62%	11%	67%	6%
2018	76%	68%	8%	65%	11%
Compare		-3%			

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	77%	62%	15%	70%	7%
2018	76%	61%	15%	68%	8%
Compare		1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	49%	3%	61%	-9%
2018	45%	52%	-7%	62%	-17%
Compare		7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	44%	2%	57%	-11%
2018	46%	39%	7%	56%	-10%
Compare		0%			

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	16	28	26	23	44	40	51	49		82	26
ELL	32	44	39	35	44	40	69	62		92	47
ASN	78	80		67			73	82		100	55
BLK	51	45	29	55	48		79	96		90	36
HSP	47	45	42	47	48	42	72	73		95	45
MUL	56	35		57	67		91	70		93	64
WHT	52	47	37	54	52	48	75	84		95	52
FRL	42	44	39	44	49	45	69	70		93	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	18	34	39	22	28	29	51	50		71	30
ELL	22	51	48	26	44	40	63	60		82	48
ASN	59	55		65	40		82				
BLK	42	38	44	44	38	43	70	76		97	43
HSP	49	52	48	42	44	40	72	73		90	54
MUL	57	52		53	50		77	80		90	63
WHT	57	53	46	55	49	41	87	86		96	63
FRL	45	49	45	42	44	41	74	75		92	53
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	21	38	39	33	35	25	48	54		69	18
ELL	14	39	44	38	34	26	44	31		71	38
ASN	63	50		68	61						
BLK	44	47	35	47	43	41		69		88	18
HSP	44	44	44	48	44	36	58	64		88	39
MUL	69	56		64	42			80		88	57

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	63	47	46	62	51	46	75	87		91	53
FRL	44	43	45	50	44	35	57	66		88	40

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	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	634
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	51
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	76
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	59
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	56
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	67
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	60
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	55
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.

Lowest performance at 39% was in ELA lowest 25%. Contributing factors to the decline are neglecting to incorporate interaction with text- reading and writing every day, and teacher turnover within the ESE support classrooms.

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

The category with the highest decline, dropping 8% was in the category of ELA lowest 25%. Contributing factors to the decline are neglecting to incorporate interaction with text- reading and writing every day, and teacher turnover within the ESE support classroom

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.

ELA achievement was -6%, State was 56% and School was 50%. By cohort of the current 10th grade, when they were in 9th grade dropped in achievement, and when they went to 10th grade they increased, however they did not increase enough to recover from their 9th grade deficit. Trends of decline in ELA was in all categories. Lack of standard tracking on both district and teacher made assessments.

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

Math Learning Gains +5%, last year 45% now 50%. Stategic remediaiton groups during our PAWS time focused on subgroups, in addition to after school tutoring specifcally for EOC review.

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

We have 26 students with 1 or more suspensions, and 7 students that have missed 90% or more of school and we are only in the first 30 days of the school year.

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 schoolwide 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	Data shows a decline in both ELA gains and overall achievement from previous year.
State the measurable outcome the school plans to achieve	ELA gains will increase by 4%, ELA achievement will increase by 10% and ELA lowest 25% will increase by 16%.
Person responsible for monitoring outcome	Stephanie Holmes (stephanie.holmes@osceolaschools.net)
Evidence-based Strategy	Consistent daily use of both reading and writing while interacting with grade appropriate text school-wide, specifically in the state assessed areas of English, US History, Biology, Algebra, and Geometry.
Rationale for Evidence-based Strategy	Evidence shows students need to interact with grade appropriate text through both reading and writing on a daily basis in order for them to increase their Lexile Levels and be college or career ready.

Action Step	
Description	1. Kahn Academy and Achieve3000 will be used with fidelity in English and Reading classrooms, monitored through usage reports for proper implementation by both teachers and students. 2. Core Connection PD offered through the school district will be utilized by all ELA teachers and their VE support teacher to assist in continuing their own growth and best practices. 3. 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 . 4.Unique Curriculum will be implemented to ensure differentiated instruction in all self-contained state-assessed content areas. 5. PLC Unit Agendas to document how reading and writing with grade appropriate text and/or textbooks utilized daily, in addition to weekly lesson plans in all state-assessed areas. 6. Content specific PD to state assessed areas offered by academic coaches to assist in teachers learning literacy strategies that can be taught to their students such as- text marking, annotation, summarizing, etc. 7. Common planning by both ELA 1 and ELA 2 teachers will appropriately be used for both planning purposes and to review student data. 8. ELA sheltered class will support all 1st year language learners with various ELL strategies and bilingual instruction. 9. Principal and Leadership Team will conduct daily walkthroughs of PLC teams to ensure correct processed are being used in the analyzing and planning for student achievement. 10. School Stocktake will take place monthly to report progress to the Asst. 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	Stephanie Holmes (stephanie.holmes@osceolaschools.net)

#2	
Title	Ensure high level of mathematic achievement for all students.
Rationale	While our students showed a positive increase in all areas of math from previous years, there are areas in which to focus to continue to increase proficiency and meet or surpass state averages.

State the measurable outcome the school plans to achieve	Math Gains and Math Achievement will increase by 5%, with a targeted subgroup of lowest 25% to increase 6%.
Person responsible for monitoring outcome	Melissa Morales (melissa.morales@osceolaschools.net)
Evidence-based Strategy	Research shows that common teacher formatives, and consistent weekly monitoring of student proficiency has a profound effect on student overall achievement.
Rationale for Evidence-based Strategy	Algebra and Geometry teachers have not consistently planned and implemented common formatives with FSA style questions. Proper exposure of these questions will assist student understanding of them on Algebra and Geometry FSA.
Action Step	
Description	1. Math Nation will be utilized weekly in all Algebra classrooms to asses students proficiency of standards taught. 2. Teacher formatives will be created, implemented, tracked, and documented on PLC Unit agenda and weekly lesson plans 3. Algebra sheltered class will support all 1st year language learners with various ELL strategies and bilingual instruction. 4. Common planning by Algebra 1 teachers will appropriately be used for both planning purposes and to review student data. 5. 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. 6.Unique Curriculum will be implemented to ensure differentiated instruction in all self-contained state-assessed content areas. 7. Principal and Leadership Team will conduct daily walkthroughs of PLC teams to ensure correct processed are being used in the analyzing and planning for student achievement. 8. School Stocktake will take place monthly to report progress to the Asst. 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	Melissa Morales (melissa.morales@osceolaschools.net)

#3	
Title	Ensure high levels of science achievement for all students.
Rationale	Science achievement declined, while still higher than district.

State the measurable outcome the school plans to achieve	Biology EOC pass rate will increase by 6% for 80% overall.
Person responsible for monitoring outcome	Diane Bruns (diane.bruns@osceolaschools.net)
Evidence-based Strategy	Increase student fluency of both comprehension of text and graph as applicable to EOC style questions.
Rationale for Evidence-based Strategy	Biology EOC is reading test with science content. If students increase their ability to comprehend what they are reading, they will be able to accurately answer and analyze EOC questions.

Action Step	
Description	1. Common planning by Biology teachers will appropriately be used for both planning purposes and to review student data. 2. 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 3. Unique Curriculum will be implemented to ensure differentiated instruction in all self-contained state-assessed content areas. 4. Biology sheltered class will support all 1st year language learners with various ELL strategies and bilingual instruction. 5. Daily reading/interaction with Biology text in conjunction with some type of written or processing technique 6. Environmental Science to utilize additional reading resources such as SCOPE to cover more in depth topics that will be of importance next year in Biology 7. Weekly planning for graphs on formative assessments through use of Regents, or released EOC questions 8. Principal and Leadership Team will conduct daily walkthroughs of PLC teams to ensure correct processed are being used in the analyzing and planning for student achievement. 9. School Stocktake will take place monthly to report progress to the Asst. Principal on the area of focus 10. 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	Diane Bruns (diane.bruns@osceolaschools.net)

#4	
Title	Ensure a school-wide post secondary culture for all students.
Rationale	To ensure visibility of both college and career paths for all students on a regular basis.
State the measurable outcome the school plans to achieve	To increase all acceleration areas as set forth by the district: industry certifications passed by 11%, AP exam pass rate by 12%, and graduation rate by 1%.
Person responsible for monitoring outcome	Robert Dombo (robert.dombo@osceolaschools.net)
Evidence-based Strategy	To inform and educate teachers and students on acceleration options- CTE, AP, and DE in order to increase awareness and understanding of their importance to both the student and the school.
Rationale for Evidence-based Strategy	Information and understanding the purpose for Acceleration will lay the foundation and rationale for all decision making associated with it.
Action Step	
Description	1.College and Career Committee consisted of CCC, teachers, and admin to increase visibility through: a. teacher name magnets for classrooms with college/university graduated from b. Every Wednesday college/armed service t-shirt can be work c. front office banner to advertise all career clusters offered on campus and DE opportunities at OTECH and Valencia d.Bulldog Union monthly in courtyard during lunch to have various institutions at tables to have Q and A with students and give out information 2. AP and CTE award night to congratulate and positively reinforce/recognize those that passed at least one exam last year 3. AP/DE parent information night to explain various options and impact of these courses on post-secondary 4. Using Economics classrooms to educate seniors on FAFSA and Bright Futures needed for post secondary- Valencia, OTECH, and beyond 5. Principal and Leadership Team will conduct daily walkthroughs of PLC teams to ensure correct processed are being used in the analyzing and planning for student achievement. 6. School Stocktake will take place monthly to report progress to the Asst. Principal on the area of focus 7. 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	Robert Dombo (robert.dombo@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, Civics, and US History PLCs will be at 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. All PLCs will be at stage 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020. ELA, Math, proficiency and gains will increase by 6% in all sub groups. Science proficiency will increase by 6% in all sub groups Social Studies proficiency will increase by 1% in all sub groups
Person responsible for monitoring outcome	Robert Dombo (robert.dombo@osceolaschools.net)
Evidence-based Strategy	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	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.
Action Step	
Description	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. 2. Principal and assistant principal (s) will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC. 3.Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes. 4. 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. 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 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. Principals 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). 8. Principal and Leadership Team will conduct daily walkthroughs of PLC teams to ensure correct processed are being used in the analyzing and planning for student achievement.

9. School Stocktake will take place monthly to report progress to the Asst. Principal on the area of focus
10. 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	Robert Dombo (robert.dombo@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.

Our school strives to involve parents in school-based decisions through involvement in our School Advisory Committee, OASIS volunteering, Booster Clubs, Social Media (Facebook, Twitter, Instagram), and annual school surveys . All parents are invited to monthly SAC meetings, information nights, Booster meetings etc. through flyers, school marquee, REMIND, and social media outlets. Input from parents is utilized in planning and assisting all students to increase through school involvement and overall academic achievement.

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.

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.
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. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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

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

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

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.

Our school systematically utilizes the MTSS process in order to identify students in need of additional support. Through a data based decision making process, students are monitored on academic progress, assigned interventions, and regularly reassessed on progress in order to move students within the 3 tiers of support.

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.

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

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.	$0.00
2	III.A.	Areas of Focus: Ensure high level of mathematic achievement for all students.	$0.00
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 school-wide 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:	**$0.00**