

School District of Osceola County, FL

Main Street High School



2019-20 Schoolwide Improvement Plan

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Main Street High School

1100 N MAIN ST, Kissimmee, FL 34744

<http://mainstreethigh.com>

Demographics

Principal: Dwayne Stewart

Start Date for this Principal: 7/23/2018

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)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&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	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

Year	2012-13	2011-12	2009-10
Grade			I

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SIP Authority

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful post-secondary transitions.

Provide the school's vision statement.

Every student given the right tools, support and environment, is capable of succeeding and exceeding their expectations. With the proper resources, and the flexibility to adapt and differentiate instruction, we can consistently involve students in the learning process and provide them with the right tools to successfully transition to the next opportunity they face.

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
Perez, Christine	Principal	<p>Ms. Perez responsibilities involve setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. Quality of instruction is the top priority for leadership team. Her responsibilities are as followed.</p> <ul style="list-style-type: none"> • Responsible for the day-to-day operation and management of the school; the School Leader hires, trains, evaluates and supervises the school-based faculty and staff. • Achieves predetermined objectives with and through the voluntary cooperation and effort of the faculty and staff. These objectives include enrollment, attendance, retention, credits earned, standardized testing and graduation rates. • Manages of student behavior and discipline. Maintains attractive, organized, functional, healthy, clean and safe facilities. Assumes responsibility for the health, safety and welfare of the students, employees and visitors. • Develops clearly understood procedures and provides regular drills for emergencies and disasters. • Helps to manage the relationship between the school, Edison Learning, the non-profit governance board, and the local school district. • Actively participates in community events and promotes the success of the school by developing relationships with local community, government, business and public school leaders. • Abides by and assist in implementation of all policies and procedures developed by Edison Learning and the local school and other governmental agencies. Monitors school performance data and manages all reporting needs required by Edison Learning, local, state and federal authorities, and the school governance board. • Administers of public and private grants. Appropriately works with the business and finance managers to oversee budgets and forecasting. • Manages the budget and expenditures in cooperation with Edison Learning to meet financial obligations. <p>As the School Leader, Ms Perez responsibilities involve setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. Quality of instruction is the top priority for leadership team.</p> <p>Our Instructional Leadership Team is committed to the core business of teaching, learning and knowledge. Our staff members meet on a regular basis during our Professional Learning Community to discuss how to do their jobs better and ultimately help students learn more effectively.</p>

Name	Title	Job Duties and Responsibilities
Schroeder, Ronald	Other	<p>Academic Advisor</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Adheres to and promote the implementation of all guidance programs. • Reviews and evaluate student transcripts. • Develops student schedules based on graduation requirements; graduate plans. • Enrolls students in the appropriate classes. • Manages and act as primary school site contact for internal student information system. • Assists students and faculty to create a Graduation Plan for each student. • Assists students with college application process. • Assists student development of post-secondary plans, employment and career programs. • Works with and support designated consultants, agencies, and/or support groups • Maintains confidentiality in all student and professional matters. • Maintains consistent contact with staff, teachers, students, families and community agents. • Markets scholarship opportunities to students; initiate partnerships with local high schools, vocational, colleges and universities. • Schedules conferences with parents and students to discuss graduation track and any other topic that relates to graduation. • Provides students with a positive role model and individual mentoring. • Conducts campus tours to ensure that school and school board policies are being enforced. Corrects non-compliance. • Manages inter-disciplinary team to ensure students are being provided with services as needed. • Provides information to the principal regarding teachers' effectiveness in classroom management and pupil control. • Participates in school-based leadership opportunities (i.e. team meeting, Lead teacher meeting, etc). • Convenes scheduled meetings with School Administration to discuss individual cases and the well-being of the student body. • Ensures teachers are organized, manage their time well and cover proper curriculum conforming to Main Street High, state and District guidelines. • Works with School Administration to observe and evaluate the classroom environment.
James, Kevin	Assistant Principal	<p>Responsibilities</p> <ul style="list-style-type: none"> • Assists Principal with daily operation of the school. • Provide students with a positive role model and individual mentoring. • Conducts campus tours to ensure that school and school board policies are

Name	Title	Job Duties and Responsibilities
		<p>being enforced. Corrects non-compliance.</p> <ul style="list-style-type: none"> • Investigates problems of disciplinary nature, documents information and reports findings and decisions to the appropriate individuals. • Reports on investigations of offenses committed by students. • Investigates referrals where student or school property is stolen or reported missing. • Works closely with the school guidance counselor, Principal and local law enforcement agencies and make referrals as appropriate. • Utilizes varied behavioral modification strategies to achieve desired positive behavior. • Provides continuous implementation of Behavioral Modification plans to instructional staff. • Recommends appropriate sanctions including detentions, campus service, suspensions and referrals to the Principal for appropriate action. • Assists with the enforcement of school/state attendance policies. • Counsels students and parents on attendance, truancy and behavioral issues. • Assists with the supervision of organized student gatherings and see that all equipment is operative. • Coordinates the orderly conduct of students during arrival and dismissal. • Assists with the supervision of students detained after school hours for disciplinary reasons. • Provides information to the principal regarding teachers' effectiveness in classroom management and pupil control. • Ensures school code of conduct is enforced consistently. • Participates in school based leadership opportunities (i.e. team meeting, Lead teacher meeting, etc). • Convenes scheduled meetings with Guidance Counselors and Principal to discuss individual cases and the well-being of the student body. • Works with School Administration to observe and evaluate the classroom environment. • Visits classrooms regularly; provides coaching on classroom management. • Assigns teachers to arrival and dismissal duties; creates posts and updates schedules. • Assists the Principal in the planning and implementation of enrollment efforts.

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	5	24	53	232	314
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	10	21	134	166
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	17	63	310	392
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	2	15	53	123	193

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	0	8	16	158	182

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	85	85
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	49	49

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

10

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	17	67	124	461	669
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	6	1	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	9	40	88	233	370

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	0	0	0	0	

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	17	67	124	461	669
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	6	1	9
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	9	40	88	233	370

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	0	0	0	0	

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	0%	57%	56%	0%	57%	53%
ELA Learning Gains	0%	48%	51%	0%	47%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	41%	41%
Math Achievement	0%	46%	51%	0%	44%	49%
Math Learning Gains	0%	41%	48%	0%	42%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	38%	39%
Science Achievement	0%	69%	68%	0%	71%	65%
Social Studies Achievement	0%	70%	73%	0%	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	5 (0)	24 (0)	53 (0)	232 (0)	314 (0)
Attendance below 90 percent	1 (17)	10 (67)	21 (124)	134 (461)	166 (669)
One or more suspensions	0 (2)	0 (0)	0 (6)	0 (1)	0 (9)
Course failure in ELA or Math	2 (0)	17 (0)	63 (0)	310 (0)	392 (0)
Level 1 on statewide assessment	2 (9)	15 (40)	53 (88)	123 (233)	193 (370)

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	0%	47%	-47%	55%	-55%
	2018	0%	47%	-47%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	8%	47%	-39%	53%	-45%
	2018	6%	49%	-43%	53%	-47%
Same Grade Comparison		2%				
Cohort Comparison		8%				

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	16%	62%	-46%	67%	-51%
2018	13%	68%	-55%	65%	-52%
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	38%	62%	-24%	70%	-32%
2018	18%	61%	-43%	68%	-50%
Compare		20%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	61%	-61%
2018	7%	52%	-45%	62%	-55%
Compare		-7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	8%	44%	-36%	57%	-49%
2018	3%	39%	-36%	56%	-53%
Compare		5%			

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										36	
ELL										27	
BLK										40	20
HSP				8			4	22		33	20
WHT										52	
FRL				9			4	30		35	20
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											
ELL											
BLK											
HSP				8			4	22		33	20
WHT										52	
FRL				9			4	30		35	20
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											
ELL											
BLK											
HSP				8			4	22		33	20
WHT										52	
FRL				9			4	30		35	20

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)	CS&I
OVERALL Federal Index – All Students	18
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	21
Total Points Earned for the Federal Index	125
Total Components for the Federal Index	7
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36

Students With Disabilities	
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	12
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	16
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	26
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

Based on the Spring 2019-2020 data, the students at Main Street High School performed the lowest in the subject of Reading. This was due to the lack of sufficient certified personal to teach this course. This shortage was evident when we could not locate certified professional within this subject matter. Students within our school need more direct instruction in the traditional classroom model of our blending learning program in order to increase their assessment scores. This has been proven with the gains that have resulted in Mathematics

An additional factor that has contributed to lower scores in Reading has been the absenteeism of the students. When students are assigned to direct instruction Reading class returned to school after several consecutive days absent they found themselves too far behind in order to catch up with the class. In turn demotivating the students for continuing to participate in the class.

A third factor in which contributed to the low data was due to an influx of English Language Learners. These students did not comprehend what the teacher or the lessons were saying due to not understanding the English language because they recently became first generation learners within the United States.

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

In observing the data provided by the state, our lowest performance and our greatest decline are one in the same, ELA/Reading.

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.

While analyzing the data and the comparison between the state average and Main Street High School scores

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

United States History was the subject that Main Street High School has improved the most during the 2018-2019 school year. In 2017-2018 our students were at 14% and they increased to into 2018-2019 to 38%. This increase was due to having five core teachers whom specialized in Social Sciences within each classroom. The teachers were able to assist the students in greater quantities than other subjects that had less certified teachers in each classroom. In addition, the teachers performed lessons with smaller pullouts groups regularly for students who were behind in the course. These two changes in the daily life of the students assisted in increasing the passing percentages in United States History.

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

At Main Street High School we enroll students who are traditionally one to two years behind on credits and in jeopardy of not graduating within their cohort. In addition, students are categorized as At Risk, which makes it difficult for the students to pass many test as first time test takers. With the ESSA findings the data has proven that of the ten categories our school ranked below 41% in six categories; Students with Disabilities, English Language Learners, African Americans, Hispanics, Whites and Economically Disadvantaged Students. Of the six subgroups five had been ranked for having two consecutive years within the below 41% of passing test scores. These are the categories in which we have been working with in order to increase test scores for this coming year.

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

1. Hiring more Reading Teachers to place on campus to assist students with longer than a quarter or semester of Reading.
2. Increase more Direct Instruction classes for Exceptional Students and English Language Learners with a concentration on Reading within a cross curriculum for core courses..
3. Increase the population of E.S.E. and E.S.O.L. teachers in order to provide more one on one assistance with strategies for students.
4. Provide more DI for students in Geometry.
5. Provide DI for Biology more often than twice a week.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Reading Direct Instruction to Increase Proficiency in Literacy
Rationale	<p>The major initiative of the LLT in the 2019-2020 school year will be to increase student learning gains in reading. This will be done by continuing to promote literacy in all areas. By incorporating daily direct instruction, reading teachers can provide high-interest material at accessible readability levels to students reading below grade level. For ELLs, direct instruction will target learning the English language, functionally and grammatically. In addition to E-course learning, READING PLUS we have added EDGE and REWARDS curriculum to better assist our students individual needs. The LLT will continue to work with the administrative team and the School Governance Board to request tangible books which are of high interest for the students - ensuring that all students are taking part. All general ED, ELL and ESE students will be provided with academic learning time that is both engaging and motivating, and includes daily reading, writing and collaborative discussion,</p>
State the measurable outcome the school plans to achieve	<ul style="list-style-type: none"> • In implementing Direct Instruction at a larger scale within the school Main Street High School staff will be working with groups throughout the year, Level 1, Level 2 and Level 3 readers. • With the use of Direct Instruction Main Street High School is striving to change the attitudes of the students regarding reading by providing interesting relevant materials which students can relate to that are subject and level driven. Based on the level of the students they are expected to learn fluency, phonetics, decoding, vocabulary, spelling, and by using their background knowledge they will learn comprehension. Once students have learned these steps they will achieve higher testing scores. • Presently the ELA gains last school year (2018-19) were only at 10%. This year students will be striving to increase the gains by 20% minimum by the time the state standardize testing period begins. • Various methods will be used to measure that students mastered reading in various levels. Beyond the final assessment of state standardized testing, internally within the school weekly unit completion assessments and or projects will be provided to the students. Projects will include group and individual work by presentation and or in writing.
Person responsible for monitoring outcome	Christine Perez (cperez@mainstreethigh.com)
Evidence-based Strategy	<p>Strategies</p> <ol style="list-style-type: none"> 1. Provide student engagement through Quality Instruction: Staff will be trained in best practice strategies for increasing student engagement through quality instruction to improve student reading, literacy and comprehension. Components of content-relevant strategies will include whole small group, one-on-one instruction, and mentoring to meet the individual needs of all students. All teachers will receive training on how to achieve effectiveness by the use of student engagement in order to receive student mastery. 2. Computerized instruction will be provided via the use of the Reading Plus Curriculum to

use along with the

Direct Instruction

3. Read and reading theory: Students will partake in "Drop all and Read" for 30 minutes per day.

4. By using the Gradual Release of Responsibility theory students will be able to practice fluency while

reading aloud and to themselves.

5. Use of a cross curriculum will allow for the use of lessons learned in the Reading Direct Instructional to be

used in other subjects.

Evidence has shown that struggling students have received significant gains while attending small group intense instruction. With the variations of teacher student interaction and the use of the modern digital background knowledge students use both at various times in the order to achieve gains. However, according to Hempenstall (2012) students who attend small group instruction with interventions with one on one with the teacher has produce significant gains in assessments. With the use of computer technology students are able to tap into the various forms of learning.

**Rationale
for
Evidence-
based
Strategy**

Hempstall, K. (2012) Response to intervention: Accountability in action. Australian Journal of Learning Difficulties 17:2, pages 101-131.

Bitter, C., O'Day, Gubbins, J.P., & Socias, M. (2009) What Works to Improve Student Literacy Achievement? An Examination of Instructional Practices in a Balanced Literacy Approach, Journal of Education for Students Placed at Risk (JESPAR), 14:1, 17-44, DOI: 10.1080/10824660802715403

VAN Melle, E., & Tomalty, L. (2000). Using computer technology to foster learning for understanding. Microbiology education, 1, 7–13.

Rupley, W., Blair, T.R. & Nichols, W.D. (2009) Effective Reading Instruction for Struggling Readers: The Role of Direct/Explicit Teaching, Reading & Writing Quarterly, 25:2-3, 125-138, DOI: 10.1080/10573560802683523

Action Step

1. Students will have Benchmark Testing core subjects as then attend the first day of school and or as then begin to take that designated subject.
2. Benchmark Testing results will be used to place them into Direct Instruction Class with similar students at their level.
3. As students attend Direct Instruction and complete levels, they will receive various assessments to find if the student has master the lesson.
4. Based on the mastery level of the assessment of the student the teacher will know if they need to reteach and or provide further accommodations for the students' learning styles implementing various learning strategies.
5. Subject teachers will meet weekly to discuss the progress of the students. Here they will determine the following strategies to assist the student in becoming successful.
6. If needed the teachers will unite with the English Language and or Exceptional Student Education Coordinator to discuss how to use the strategies to assist the student in learning.
7. Main Street High School Administration will meet bi-weekly with the Lead Teachers of each subject to discuss the success of each student.
8. During the discussions the team will determine if the student is ready to be assessed in another Benchmark test to move forward into the following level or if the specific class will

Description

need to restructure their timeline and teach and or reteach lessons at a slower pace until the student can master the work for success.

Person Responsible Christine Perez (cperez@mainstreethigh.com)

#2	
Title	Increase in Science Proficiency
Rationale	In the past years Main Street High School has not had significant increased State Standardize achievement scores for the End of Course Biology Exam. As with other subjects Main Street High School has not had Direct Instruction with the students in Biology as has had in other core subjects. Due to the low achievement scores we have decided to provide more small group instruction and one on one teacher and student collaboration within the classroom by using various teaching strategies to address student needs instantly.
State the measurable outcome the school plans to achieve	Within the Biology Department our goals are to increase the EOC Standardize scores by 10% This will occur by increasing the Direct Instruction classes and the frequency of which they are given. These classes will also increase the students attendance because students will attend Direct Instruction for Biology daily. Once a student is in attendance daily they will comprehend the subject matter.
Person responsible for monitoring outcome	Vivian Salamo (vsalamo@mainstreethigh.com)
Evidence-based Strategy	The historical data of Main Street High School has shown that once a student is assigned to a student centered Direct Instruction class for a subject, they have improved in their assessment scores, attendance, retention and mastery. The one on one within the student or small group instruction allows the student to work in collaboration with other students and teachers to provide opportunities to learn in various styles. These small groups have and will work on live wet and dry Biology Labs increasing student participation and desires to learn. This student center small group direct instruction in Biology classroom will provide greater outcomes in assessments due to student interest.
Rationale for Evidence-based Strategy	Based on Rabgay's (2018) study that states "students learning in cooperative group tasks have higher academic test scores, higher self-esteem, greater number of positive social skills and greater comprehension of the content they study". As we strive for students reach success our own internal surveys and data have shown that the students whom attend Main School High School have earned higher assessment scores once they have attended Direct Instruction classes. Once we have increased the amounts of Direct Instruction in Science by teaching with focus on the student they will continue to produce higher achievement scores.
	Rabgay, T. (2018). The Effect of Using Cooperative Learning Method on Tenth Grade Students' Learning Achievement and Attitude towards Biology. International Journal of Instruction, 11(2), 265-280. https://doi.org/10.12973/iji.2018.11218a
Action Step	
Description	1. Individual data chats will be conducted with the leadership team three times during the school year to ensure teachers have guidance pertaining to instructional choices made for individual students. Data chats are also an opportunity for the leadership to be involved in the monitoring of specific students and recognize grade level or content specific trends across the school.

2. Tier 2 Interventions - Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to sharpen their comprehension.
3. Data Tracking Student by Standard - Teachers will tracker essential standards. After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.
4. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.
5. During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.
6. Students will track their own learning through teacher provided success criteria.
7. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.
8. The administration 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

Person Responsible Vivian Salamo (vsalamo@mainstreethigh.com)

#3	
Title	Increase in Mathematic Proficiency
Rationale	The students in Main Street High School have traditionally scored lower than the state's national standards on the state standardize Mathematics test. 85% of the population that attend the school are 1 -2 years credit deficient in regards to their cohort. Although, they have been promoted by grade level they are not prepared to test adequately to achieve average state standards. With the increase in small group instruction in the Blended Learning environment and with cross curriculum within the Science, Math and Reading classes students will be better prepared to achieve gains within Mathematics.
State the measurable outcome the school plans to achieve	Based on the ESSA results of 2018-2019 there will be an increase in the Mathematics scores in the subgroups of African American, Hispanic, White, Students with Disabilities, English Language Learners, and Economically Disadvantaged will increase their proficiency levels by 10% in each subgroup.
Person responsible for monitoring outcome	Ronald Schroeder (rschroeder@mainstreethigh.com)
Evidence-based Strategy	<p>Student Engagement through Quality Instruction - Staff will teach problem solving strategies and high order thinking concepts through the delivery of differentiated mathematics lessons within the Direct Instruction environment that will allow for small group instruction and opportunities for one on one instruction. Staff will assist students by using a cross curriculum within other subjects, data monitoring and providing repetition in areas of small to no mastery by the students . Staff will expose students to multiple problem-solving strategies, including visual representations in their work via the use of technology in both the Direct Instruction classes and the digital curriculum.</p> <p>Per the surveys the students took in 2018-2019 the students overwhelmingly admitted that they needed more one on one and or small group hands on instruction. In relation to the scores through the years in Mathematics when we have provided an increase in Direct Instruction students have shown grown</p>
Rationale for Evidence-based Strategy	<p>Freeman, S., Eddy, S.L., McDonough, M., Smith, M.K., Okoroafor, N., Jordt, H., and Wenderoth, M.P. (2014). "Active learning increases student performance in science, engineering, and mathematics." Proceedings of the National Academy of Sciences, 111(23), 8410–8415. http://www.pnas.org/content/111/23/8410.</p> <p>Daniel F. McCaffrey, Laura S. Hamilton, Brian M. Stecher, Stephen P. Klein, Delia Bugliari, and Abby Robyn RAND. (2001). Interactions Among Instructional Practices, Curriculum, and Student Achievement: The Case of Standards-Based High School Mathematics. Vol. 32, No. 5, 493–517. https://s3.amazonaws.com/academia.edu.documents/43438501/Interactions_Among_Instructional_Practic20160306-28951-1cvrcds.pdf?response-content-disposition=inline%3B%20filename%3DInteractions_among_Instructional_Practic.pdf&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAIWOWYYGZ2Y53UL3A%2F20191012%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20191012T140747Z&X-Amz-</p>

Expires=3600&X-Amz-SignedHeaders=host&X-Amz-Signature=47b94c4f8afadf3c19c43f10563522ded2e8381074b995f6ee091fdf7f08ef50.

Action Step

1. Once an assessment has been taken, teachers will determine individual student needs based on errors made. Students will then receive interventions based on those errors to clarify any misconceptions about a particular strategy used.
2. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.
3. Monitor and Support - During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.
4. Students will track their own learning through teacher provided success criteria.

Description

5. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.
6. The administration 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.
7. Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.
8. Teachers will provide Tier 3 instruction based on gaps in mathematics contents.

Person

Responsible

Ronald Schroeder (rschroeder@mainstreethigh.com)

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 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 the development of the required plan through flyers, school marquee, and

REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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. Second Step intervention kits were distributed to all elementary and K-8 schools for support socio-emotional learning environments.

Our district has 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 Pre-K students to elementary, the school district scheduled a one-hour open house prior to the K-5 elementary students specifically for the welcome and transition of Pre-K students to their elementary school.

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

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

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

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

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 assist 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 Educational Plan (IEP), students identified through the Preschool Education Evaluation Program (LEEP), 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. (ESSA 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 healthy/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 (Tech) 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: Increase Reading Direct Instruction to Increase Proficiency in Literacy				\$33,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	690-Computer Software	0959 - Main Street High School	General Fund		\$11,800.00
			Notes: The use of Reading Plus for each student to increase proficiency levels and for students to learn strategies for testing.			

	3240	160-Other Support Personnel	0959 - Main Street High School	Title, I Part C		\$22,000.00
			Notes: Part time Reading Coach			
2	III.A.	Areas of Focus: Increase in Science Proficiency				\$0.00
3	III.A.	Areas of Focus: Increase in Mathematic Proficiency				\$0.00
Total:						\$239,800.00