Osceola Fundamental High

2020-21 Schoolwide Improvement Plan

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Osceola Fundamental High

9751 98TH ST, Seminole, FL 33777

http://www.osceola-hs.pinellas.k12.fl.us/

Demographics

Principal: Michael Bohnet C

Start Date for this Principal: 7/1/2010

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (74%) 2017-18: A (70%) 2016-17: A (66%) 2015-16: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

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

School Board Approval

This plan is pending approval by the Pinellas 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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	21%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Osceola Fundamental High School's mission is to sustain an environment where staff, students, parents and community work collaboratively to support all students in meeting or exceeding college and career readiness.

Provide the school's vision statement.

Osceola Fundamental High School's vision is to provide a superior education for a diverse community of learners focused on 100% of students graduating.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Bohnet, Michael	Principal	
Schmittdiel, Daniel	Assistant Principal	
Robertson, Mark	Assistant Principal	
Ferguson, Barbara	Teacher, K-12	
Griggs, Rebecca	Teacher, K-12	
Hill, James	Teacher, K-12	
Piscalko, Brian	Attendance/Social Work	
Polizzi, Electra	School Counselor	
Rein, Debbie	Teacher, K-12	
Richey, Nyna	Teacher, K-12	
Salmon, Kim	Teacher, ESE	
Stolz, Juliana	Other	School Psychologist
Weiner, Elizabeth	Teacher, K-12	
Yarbrough, Brian	Teacher, K-12	
Finley, Julie	Assistant Principal	
Montgomery, Christopher	Other	Behavior Specialist

Demographic Information

Principal start date
Thursday 7/1/2010, Michael Bohnet C

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 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
2019-20 Title I School	No
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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	463	445	435	412	1755
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	13	18	24	74
One or more suspensions	0	0	0	0	0	0	0	0	0	7	26	22	4	59
Course failure in ELA	0	0	0	0	0	0	0	0	0	12	15	12	2	41
Course failure in Math	0	0	0	0	0	0	0	0	0	10	5	4	2	21
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	34	26	24	14	98
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	16	33	28	13	90

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	10	9	9	5	33

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	2	3	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1

Date this data was collected or last updated
Wednesday 6/17/2020

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	468	438	444	377	1727
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	38	27	40	45	150
One or more suspensions	0	0	0	0	0	0	0	0	0	5	6	12	8	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	18	27	27	2	74
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	54	33	27	8	122

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	17	8	18	9	52

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	6	7	25	5	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	2	2

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	468	438	444	377	1727
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	38	27	40	45	150
One or more suspensions	0	0	0	0	0	0	0	0	0	5	6	12	8	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	18	27	27	2	74
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	54	33	27	8	122

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	17	8	18	9	52

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	6	7	25	5	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	2	2

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	77%	56%	56%	67%	49%	53%
ELA Learning Gains	61%	51%	51%	53%	48%	49%
ELA Lowest 25th Percentile	58%	43%	42%	60%	41%	41%
Math Achievement	80%	45%	51%	66%	46%	49%
Math Learning Gains	59%	44%	48%	55%	44%	44%
Math Lowest 25th Percentile	57%	41%	45%	41%	38%	39%
Science Achievement	88%	64%	68%	82%	63%	65%
Social Studies Achievement	90%	71%	73%	84%	67%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	**Grade Level (prior year reported)**				**Total**
	9	**10**	**11**	**12**	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	79%	54%	25%	55%	24%
	2018	76%	53%	23%	53%	23%
Same Grade Comparison		3%				
Cohort Comparison						
10	2019	74%	53%	21%	53%	21%
	2018	74%	54%	20%	53%	21%
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	88%	62%	26%	67%	21%
2018	85%	63%	22%	65%	20%
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	90%	70%	20%	70%	20%
2018	86%	70%	16%	68%	18%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	55%	18%	61%	12%
2018	70%	57%	13%	62%	8%
Compare		3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	56%	25%	57%	24%
2018	76%	56%	20%	56%	20%
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	59	50	43	59	40	17	63	86		94	47
ELL	40	52	47	78	61		80			91	50
ASN	87	61	69	74	50		90	92			
BLK	59	48	45	73	38		50	91			

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
HSP	75	54	43	75	63	65	84	89		96	72
MUL	85	61		84	64		95	86		100	53
WHT	77	63	61	81	59	55	90	90		98	67
FRL	70	55	56	76	52	49	89	90		98	52

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	53	53	46	60	40	24	78	71		83	32
ELL	29	47	46	75	67						
ASN	80	66	43	76	69		89	92			
BLK	55	71	67	53	67		67			90	
HSP	67	64	48	66	55	29	79	78		100	55
MUL	77	59		91	53		89	91		91	90
WHT	76	62	54	75	59	41	87	87		98	66
FRL	64	60	51	68	61	43	77	71		96	64

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	34	32	43	49	54	30	69	50		54	21
ELL				25	46	36					
ASN	65	48		73	52		88			76	92
BLK	46	39	30	46	36	25	46			100	27
HSP	62	55	58	56	49	37	68	72		97	70
MUL	72	46		66	65		81			82	57
WHT	68	54	63	67	56	42	85	87		97	60
FRL	61	46	52	62	53	38	73	89		88	47

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	806
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	72
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

The data component that showed the lowest proficiency at 57% was our Math L25 Learning Gains. Though there was an increase by 16% from 2018-19 school year, this is still our lowest performance, also evident from cycle assessment data trends. Some contributing factors include a need for consistent common assessment data driven discussions in PLCs to drive ongoing differentiated instruction and remediation. The gains were evident due to implementation of strategies surrounding this last year (and continued during the 2019-20 school year) and will be utilized with greater fidelity during the 2020-21 school year.

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

The data component that showed the greatest decline was our ELA Learning Gains, dropping 2%. Some contributing factors include a need for consistent common assessment data driven discussions in PLCs to drive ongoing differentiated instruction and remediation.

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.

There were a few notable data components that showed the greatest gaps when compared to the state average. Though all components of our school grade were higher than the state average, the most notable was our College and Career Acceleration component (+6%). Some contributing factors include a need for increased enrollment in Advanced Placement/Dual Enrollment courses and ongoing differentiation to ensure all students in advanced coursework are provided appropriate levels of support to assist with their success.

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

The data component that showed the most improvement was our Math L25 Learning Gains. Though this was still our lowest school grade component at 57%, this was 16% growth from the previous year. This can be attributed to an implementation of differentiated instructional practices and engagement strategies in the classroom, which will continue to be a focus during the 2020-21 school year with greater fidelity.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two EWS data points that are cause for concern are both attendance and level one scores on statewide assessments. Our data shows that approximately 8% and 7% of our students fall into these categories respectively.

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

1. College and Career Acceleration Component
2. Math ALL and L25 Learning Gains
3. ELA ALL and L25 Learning Gains
4. Subgroup Data (bridging the gap)
5. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our current level of performance is 80%, as evidenced by the Algebra 1 EOC and Geometry EOC. The problem/gap is occurring because of the need for increased utilization of strategies surrounding UDL, monitoring for learning, and rigor through AVID CRT strategies. If professional development opportunities surrounding UDL, monitoring for learning, and rigor through AVID CRT strategies are provided and implemented, there would be a student increase of 5% or more.
Measurable Outcome:	The percent of all students achieving math proficiency will increase from 80% to 85%, with an increase in L25 learning gains by 5%, from 57% to 62% as measured by the Algebra 1 EOC and Geometry EOC.
Person responsible for monitoring outcome:	Daniel Schmittdiel (schmittdield@pcsb.org)
Evidence-based Strategy:	- Strengthen staff pedagogical practice to engage students in complex tasks. - Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy:	By providing professional development opportunities surrounding UDL, student-centered instruction, and rigor through AVID strategies, and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in ALL students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

1. Teachers engage in continued professional development in and implement strategies surrounding UDL, monitoring for learning, and rigor in the classroom, incorporating AVID CRT strategies to support learning for all students equitably.

Person Responsible	Daniel Schmittdiel (schmittdield@pcsb.org)

2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies, monitoring for learning, and UDL, with structured debrief sessions, and implement in the classroom with actionable feedback from administrator walkthroughs.

Person Responsible	Daniel Schmittdiel (schmittdield@pcsb.org)

3. Teachers incorporate regular formative assessments to check for understanding, using that data to gauge student progress toward mastery of the standard. Collaborate with students in creating in the moment remediation as to address misconceptions, and engage students in the ownership of their own data.

Person Responsible	Daniel Schmittdiel (schmittdield@pcsb.org)

4. Teachers intentionally plan lessons, using district created resources, to engage students in cognitively complex tasks, providing students an opportunity to meet and exceed the rigor of the standards in the classroom.

Person Responsible	Daniel Schmittdiel (schmittdield@pcsb.org)

5. Teachers and administrator engage in bi-weekly PLCs, with the purpose of analyzing common formative assessment data and summative assessment data (along with Cycle assessment data), from

monitoring for learning strategies, to drive instructional practices in the classroom, developing large or small group remediation when applicable.

Person Responsible Daniel Schmittdiel (schmittdield@pcsb.org)

6. Administrator conducts walkthroughs to provide actionable feedback through collaborative debriefs to embody a growth mindset surrounding constantly improving one's pedagogical practices.

Person Responsible Daniel Schmittdiel (schmittdield@pcsb.org)

7. Teachers engage students in SAT and ACT preparation in the classroom, infusing high yield SAT and ACT test taking strategies with appropriate course specific content.

Person Responsible Daniel Schmittdiel (schmittdield@pcsb.org)

8. Continue weekly after school tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students, targeting specific students to participate based on classroom formative/summative assessment data.

Person Responsible Daniel Schmittdiel (schmittdield@pcsb.org)

9. Continue lunch tutoring program at least 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school, targeting specific students to participate based on classroom formative/summative assessment data.

Person Responsible Daniel Schmittdiel (schmittdield@pcsb.org)

10. Utilize Extended Learning Program designed for Credit Recovery 2x/week in all core content areas to ensure students are provided consistent remedial support, if credit recovery applies, outside of the classroom.

Person Responsible Daniel Schmittdiel (schmittdield@pcsb.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our current level of performance is 77%, as evidenced by the FSA ELA assessment. The problem/gap is occurring because of the need for increased utilization of strategies surrounding UDL, monitoring for learning, and rigor through AVID CRT strategies. If professional development opportunities surrounding UDL, monitoring for learning, and rigor through AVID CRT strategies are provided and implemented, there would be a student increase of 5% or more.
Measurable Outcome:	The percent of all students achieving ELA proficiency will increase from 77% to 82%, and an increase in L25 learning gains by 5%, from 58% to 63% as measured by the FSA ELA assessment.
Person responsible for monitoring outcome:	Julie Finley (finleyju@pcsb.org)
Evidence-based Strategy:	- Strengthen staff pedagogical practice to engage students in complex tasks. - Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy:	By providing professional development opportunities surrounding UDL, student-centered instruction, and rigor through AVID strategies, and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in ALL students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

1. Teachers engage in continued professional development in and implement strategies surrounding UDL, monitoring for learning, and rigor in the classroom, incorporating AVID CRT strategies to support learning for all students equitably. Teachers will also utilize Core Connections training and Building Assessments in Performance Matters at the start of the 2020-21 school year, while administration monitors implementation and provides actionable feedback.

Person Responsible   Julie Finley (finleyju@pcsb.org)

2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies, monitoring for learning, and UDL, with structured debrief sessions, and implement in the classroom with actionable feedback from administrator walkthroughs.

Person Responsible   Julie Finley (finleyju@pcsb.org)

3. Teachers incorporate regular formative assessments to check for understanding, using that data to gauge student progress toward mastery of the standard. Regular formative assessment data will come from common grade level assessments, utilizing learning from Building Assessments in Performance Matters PD and cycle assessments, to monitor their progress on course specific standards. Administrators will monitor implementation and provide actionable feedback. Collaborate with students in creating in the moment remediation as to address misconceptions, and engage students in the ownership of their own data.

Person Responsible   Julie Finley (finleyju@pcsb.org)

4. Teachers intentionally plan lessons, using district created resources, to engage students in cognitively complex tasks, providing students an opportunity to meet and exceed the rigor of the standards in the classroom.

Person Responsible   Julie Finley (finleyju@pcsb.org)

5. Teachers and administrator engage in bi-weekly PLCs, with the purpose of analyzing common formative assessment data and summative assessment data (along with Cycle assessment data), from monitoring for learning strategies, to drive instructional practices in the classroom, developing large or small group remediation when applicable.

Person Responsible   Julie Finley (finleyju@pcsb.org)

6. Administrator conducts walkthroughs to provide actionable feedback through collaborative debriefs to embody a growth mindset surrounding constantly improving one's pedagogical practices.

Person Responsible   Julie Finley (finleyju@pcsb.org)

7. Teachers engage students in SAT and ACT preparation in the classroom, infusing high yield SAT and ACT test taking strategies with appropriate course specific content. Teachers will utilize quarterly practices, ACT and SAT modules, and SATpractice.org district model for use. Administrators will monitor for implementation and provide actionable feedback.

Person Responsible   Julie Finley (finleyju@pcsb.org)

8. Continue weekly after school tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students, targeting specific students to participate based on classroom formative/summative assessment data.

Person Responsible   Julie Finley (finleyju@pcsb.org)

9. Continue lunch tutoring program at least 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school, targeting specific students to participate based on classroom formative/summative assessment data.

Person Responsible   Julie Finley (finleyju@pcsb.org)

10. Utilize Extended Learning Program designed for Credit Recovery 2x/week in all core content areas to ensure students are provided consistent remedial support, if credit recovery applies, outside of the classroom.

Person Responsible   Julie Finley (finleyju@pcsb.org)

#3. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Our current level of performance is 90%, as evidenced by the US History EOC. The problem/gap is occurring because of the need for increased utilization of strategies surrounding UDL, monitoring for learning, and rigor through AVID CRT strategies. If professional development opportunities surrounding UDL, monitoring for learning, and rigor through AVID CRT strategies are provided and implemented, there would be a student increase of 3% or more.
Measurable Outcome:	The percent of all students achieving Social Studies proficiency will increase from 90% to 93%, as measured by the US History EOC.
Person responsible for monitoring outcome:	Mark Robertson (robertsonm@pcsb.org)
Evidence-based Strategy:	- Strengthen staff pedagogical practice to engage students in complex tasks. - Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy:	By providing professional development opportunities surrounding UDL, student-centered instruction, and rigor through AVID strategies, and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in ALL students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

1. Teachers engage in continued professional development in and implement strategies surrounding UDL, monitoring for learning, and rigor in the classroom, incorporating AVID CRT strategies to support learning for all students equitably.

Person Responsible	Mark Robertson (robertsonm@pcsb.org)

2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies, monitoring for learning, and UDL, with structured debrief sessions, and implement in the classroom with actionable feedback from administrator walkthroughs.

Person Responsible	Mark Robertson (robertsonm@pcsb.org)

3. Teachers incorporate regular formative assessments to check for understanding, using that data to gauge student progress toward mastery of the standard. Collaborate with students in creating in the moment remediation as to address misconceptions, and engage students in the ownership of their own data.

Person Responsible	Mark Robertson (robertsonm@pcsb.org)

4. Teachers intentionally plan lessons, using district created resources, to engage students in cognitively complex tasks, providing students an opportunity to meet and exceed the rigor of the standards in the classroom.

Person Responsible	Mark Robertson (robertsonm@pcsb.org)

5. Teachers and administrator engage in bi-weekly PLCs, with the purpose of analyzing common formative assessment data and summative assessment data (along with Cycle assessment data), from

monitoring for learning strategies, to drive instructional practices in the classroom, developing large or small group remediation when applicable.

Person Responsible Mark Robertson (robertsonm@pcsb.org)

6. Teachers utilize "Focus on the Five" strategy for personalized remediation after each cycle assessment, post-data chats.

Person Responsible Mark Robertson (robertsonm@pcsb.org)

7. Administrator conducts walkthroughs to provide actionable feedback through collaborative debriefs to embody a growth mindset surrounding constantly improving one's pedagogical practices.

Person Responsible Mark Robertson (robertsonm@pcsb.org)

8. Teachers engage students in SAT and ACT preparation in the classroom, infusing high yield SAT and ACT test taking strategies with appropriate course specific content.

Person Responsible Mark Robertson (robertsonm@pcsb.org)

9. Continue weekly after school tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students, targeting specific students to participate based on classroom formative/summative assessment data.

Person Responsible Mark Robertson (robertsonm@pcsb.org)

10. Continue lunch tutoring program at least 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school, targeting specific students to participate based on classroom formative/summative assessment data.

Person Responsible Mark Robertson (robertsonm@pcsb.org)

11. Utilize Extended Learning Program designed for Credit Recovery 2x/week in all core content areas to ensure students are provided consistent remedial support, if credit recovery applies, outside of the classroom.

Person Responsible Mark Robertson (robertsonm@pcsb.org)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our current level of performance is 88%, as evidenced by the Biology EOC. The problem/gap is occurring because of the need for increased utilization of strategies surrounding UDL, monitoring for learning, and rigor through AVID CRT strategies. If professional development opportunities surrounding UDL, monitoring for learning, and rigor through AVID CRT strategies are provided and implemented, there would be a student increase of 3% or more.
Measurable Outcome:	The percent of all students achieving Science proficiency will increase from 88% to 91%, as measured by the Biology EOC.
Person responsible for monitoring outcome:	Mark Robertson (robertsonm@pcsb.org)
Evidence-based Strategy:	- Strengthen staff pedagogical practice to engage students in complex tasks. - Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy:	By providing professional development opportunities surrounding UDL, student-centered instruction, and rigor through AVID strategies, and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in ALL students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

1. Teachers engage in continued professional development in UDL, monitoring for learning, and rigor in the classroom, incorporating AVID CRT strategies to support learning for all students equitably.

Person Responsible — Mark Robertson (robertsonm@pcsb.org)

2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies, monitoring for learning, and UDL, with structured debrief sessions, and implement in the classroom with actionable feedback from administrator walkthroughs.

Person Responsible — Mark Robertson (robertsonm@pcsb.org)

3. Teachers incorporate regular formative assessments to check for understanding, using that data to gauge student progress toward mastery of the standard. Collaborate with students in creating in the moment remediation as to address misconceptions, and engage students in the ownership of their own data.

Person Responsible — Mark Robertson (robertsonm@pcsb.org)

4. Teachers intentionally plan lessons, using district created resources, to engage students in cognitively complex tasks, providing students an opportunity to meet and exceed the rigor of the standards in the classroom.

Person Responsible — Mark Robertson (robertsonm@pcsb.org)

5. Teachers and administrator engage in bi-weekly PLCs, with the purpose of analyzing common formative assessment data and summative assessment data (along with Cycle assessment data), from monitoring for learning strategies, to drive instructional practices in the classroom, developing large or small group remediation when applicable.

Person Responsible   Mark Robertson (robertsonm@pcsb.org)

6. Administrator conducts walkthroughs to provide actionable feedback through collaborative debriefs to embody a growth mindset surrounding constantly improving one's pedagogical practices.

Person Responsible   Mark Robertson (robertsonm@pcsb.org)

7. Continue weekly after school tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students, targeting specific students to participate based on classroom formative/summative assessment data.

Person Responsible   Mark Robertson (robertsonm@pcsb.org)

8. Continue lunch tutoring program at least 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school, targeting specific students to participate based on classroom formative/summative assessment data.

Person Responsible   Mark Robertson (robertsonm@pcsb.org)

9. Utilize Extended Learning Program designed for Credit Recovery 2x/week in all core content areas to ensure students are provided consistent remedial support, if credit recovery applies, outside of the classroom.

Person Responsible   Mark Robertson (robertsonm@pcsb.org)

#5. Other specifically relating to College and Career Readiness

Area of Focus Description and Rationale:	Our current level of performance is 67%, as evidenced by our school grade data. The problem/gap is occurring because of a need to increase opportunities for student centered instruction in advanced classes, increasing the rigor in the classroom, and a need for increased enrollment numbers in Advanced Placement, Dual Enrollment, and Industry Certification courses on and off campus. If ongoing professional development surrounding student centered instruction with rigor, along with providing students with opportunities to take higher level courses (AP and DE) would occur throughout the school year, the problem would be reduced by engaging students in higher level thinking and increasing enrollment numbers in advanced classes (along with higher enrollment), resulting in a gain of 10%.
Measurable Outcome:	The percent of all students enrolled in, and achieving in both certifications and advanced coursework (i.e. DE and AP courses) will increase from 67% to 77%, as measured by consistent use of targeting students with fidelity for AP/DE/Industry Certification courses, formative assessment throughout year, AP assessments, successful certifications, and school grade calculation.
Person responsible for monitoring outcome:	Daniel Schmittdiel (schmittdield@pcsb.org)
Evidence-based Strategy:	- Strengthen staff ability to engage students in complex tasks. - Strengthen staff practice to utilize questions to help students elaborate on content. -Industry Cert Trainings/Professional Development for teachers – once each semester by County at Osceola Fundamental High School.
Rationale for Evidence-based Strategy:	By providing professional development opportunities surrounding UDL, student-centered instruction, and rigor through AVID strategies and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in students to engage in more rigorous tasks in the classroom at an appropriate cognitive level. Teachers are certified in same programs and highly qualified to teach the programs.

Action Steps to Implement

1. Developed a system that embodies a culture of college and career focus, requiring incoming 9th grade students to select at least one of the following pathways: Advanced Placement, Industry Certification, and/or AVID.

Person Responsible   Daniel Schmittdiel (schmittdield@pcsb.org)

2. Develop a system to effectively progress monitor students' progression toward meeting the college and career component, through bi-weekly team meetings.

Person Responsible   Daniel Schmittdiel (schmittdield@pcsb.org)

3. Facilitate professional development on UDL, monitoring for learning, AVID CRT strategies, and rigor in the classroom.

Person Responsible   Daniel Schmittdiel (schmittdield@pcsb.org)

4. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies, monitoring for learning, and UDL, with structured debrief sessions, and implement in the classroom with actionable feedback from administrator walkthroughs.

| **Person Responsible** | Daniel Schmittdiel (schmittdield@pcsb.org) |

5. Teachers and administrator engage in bi-weekly PLCs, with the purpose of analyzing formative and summative assessment data (along with Cycle assessment data), from monitoring for learning strategies, to drive instructional practices in the classroom, developing large or small group remediation when applicable.

| **Person Responsible** | Daniel Schmittdiel (schmittdield@pcsb.org) |

6. Teachers and administration promote and engage students in opportunities available in our new College and Career Center, providing students a more extensive experience in preparation for post-secondary planning.

| **Person Responsible** | Daniel Schmittdiel (schmittdield@pcsb.org) |

7. Collaborate with guidance to ensure students are provided effective mentoring surrounding course offerings and challenging themselves in rigorous classes.

| **Person Responsible** | Daniel Schmittdiel (schmittdield@pcsb.org) |

8. Continue weekly after school tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students, targeting specific students to participate based on classroom formative/summative assessment data.

| **Person Responsible** | Daniel Schmittdiel (schmittdield@pcsb.org) |

9. Continue lunch tutoring program at least 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school, targeting specific students to participate based on classroom formative/summative assessment data.

| **Person Responsible** | Daniel Schmittdiel (schmittdield@pcsb.org) |

10. Utilize Extended Learning Program designed for Credit Recovery 2x/week in all core content areas to ensure students are provided consistent remedial support outside of the classroom.

| **Person Responsible** | Daniel Schmittdiel (schmittdield@pcsb.org) |

#6. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	Our current level of performance is 99%, as evidenced in the school's graduation rate data. The problem/gap is occurring because of a lack of effective utilization of restorative practices school wide. If professional development on restorative practice was facilitated, along with ongoing professional develop and monitoring throughout the year would occur, the problem would be reduced by the end of the 2020-21 school year, increasing the graduation rate to 100% and providing an equitable educational opportunity for all students.
Measurable Outcome:	The percent of students graduating on-time with their cohort will increase from 99% graduation rate to 100%, as measured by the end of the 2020-21 school year.
Person responsible for monitoring outcome:	Daniel Schmittdiel (schmittdield@pcsb.org)
Evidence-based Strategy:	- Intensify graduation committee focus on data to plan interventions and supports for individual students. - Strengthen staff ability to engage students for on-track promotion throughout high school.
Rationale for Evidence-based Strategy:	By effectively monitoring students through consistent monitoring both Tier 1 and Tier 2/3 Students (through CST), student graduation rate will increase. Additionally, by providing professional development opportunities surrounding UDL, student-centered instruction, and rigor through AVID strategies and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

1. Tier 3/Child Study Team to identify students requiring personalized intervention.

Person Responsible	Daniel Schmittdiel (schmittdield@pcsb.org)

2. Consistent utilization of formative assessment/monitoring for learning with feedback to track student progress toward completion of components of graduation requirements and identify high-risk students.

Person Responsible	Daniel Schmittdiel (schmittdield@pcsb.org)

3. Continue professional development opportunities for School Leadership Team and departments to increase effective us of Restorative Practices strategies in the classroom.

Person Responsible	Daniel Schmittdiel (schmittdield@pcsb.org)

4. Continue weekly after school tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students, targeting specific students to participate based on classroom formative/summative assessment data.

Person Responsible	Daniel Schmittdiel (schmittdield@pcsb.org)

5. Continue lunch tutoring program at least 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school, targeting specific students to participate based on classroom formative/summative assessment data.

Person Responsible	Daniel Schmittdiel (schmittdield@pcsb.org)

6. Utilize Extended Learning Program designed for Credit Recovery 2x/week in all core content areas to ensure students are provided consistent remedial support outside of the classroom.

Person Responsible Daniel Schmittdiel (schmittdield@pcsb.org)

#7. Other specifically relating to Bridging the Gap	
Area of Focus Description and Rationale:	Our current level of performance has a 24% for 9th grade and 32% for 10th grade FSA ELA proficiency gap between white and black students, as evidenced in the 2017-18 FSA ELA assessment data. The problem/gap in performance is occurring because of a lack of equitable practices school-wide. If professional development opportunities surrounding UDL, Restorative Practices, rigor through AVID CRT strategies, and intervention strategies to differentiate with personalized learning plans are provided and implemented, the opportunity and achievement gap will be eliminated, providing more equitable learning opportunities for all students.
Measurable Outcome:	The percent of black students displaying proficiency on the FSA ELA will increase to reduce the achievement gap between white and black students from 24% and 32% to 0%, as measured by consistent formative assessments, district assessments, and the 2020-21 FSA ELA.
Person responsible for monitoring outcome:	Michael Bohnet (bohnetm@pcsb.org)
Evidence-based Strategy:	- Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. - Ensure equity by providing easy access for black students to onsite, college readiness testing in every high school (ACT, SAT, PERT), along with equal access to college level coursework and support on campus. - Provide training for teachers of accelerated courses that is specific to culturally relevant instruction to ensure engagement of black learners. - Implement Restorative Practices (RP) throughout the school. - Utilize supports from district office to support the recruitment and retention of black applicants.
Rationale for Evidence-based Strategy:	Each strategy was selected surrounding the varying components that go into bridging the gap (graduation rate, student achievement, advanced coursework, student discipline, and minority hiring). Additionally, by providing professional development opportunities surrounding UDL, student-centered instruction, and rigor through AVID strategies, and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in ALL students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

1. Continue utilization of Restorative Practices school-wide, providing ongoing professional development in and actionable feedback. Please see EQUITY GOAL for thorough teacher PD plan.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

2. Develop Personalized Learning Plans for all black students, ensuring intervention strategies are in place as determined necessary by our Child Study and MTSS Team.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

3. Increased use of community building circles that develop relationships to prevent problem behaviors in the classroom.

Person Responsible   Michael Bohnet (bohnetm@pcsb.org)

4. Continue weekly after school tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students, targeting specific students to participate based on classroom formative/summative assessment data.

Person Responsible   Daniel Schmittdiel (schmittdield@pcsb.org)

5. Continue lunch tutoring program at least 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school, targeting specific students to participate based on classroom formative/summative assessment data.

Person Responsible   Daniel Schmittdiel (schmittdield@pcsb.org)

6. Utilize Extended Learning Program designed for Credit Recovery 2x/week in all core content areas to ensure students are provided consistent remedial support outside of the classroom.

Person Responsible   Daniel Schmittdiel (schmittdield@pcsb.org)

#8. Other specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Our current level of performance is 40% proficient on the FSA ELA, as evidenced by the 2018-19 FSA ELA results. The problem/gap is occurring because of a need to increase frequency of monitoring for learning with feedback in the classroom and use of engaging, effective use of UDL strategies, and high yield AVID CRT strategies to increase the level of rigor and equity in instruction. If professional development surrounding each would occur, ESE achievement on the FSA ELA would increase by at least 5%, or more, during the 2020-21 school year.
Measurable Outcome:	The percent of ESE students who display proficiency on the FSA ELA will increase from 40% to 45%, as measured by the FSA ELA during the 2020-21 school year.
Person responsible for monitoring outcome:	Julie Finley (finleyju@pcsb.org)
Evidence-based Strategy:	- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. - Strengthen staff pedagogical practice to engage students in complex/rigorous tasks. - Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy:	By providing professional development opportunities surrounding UDL, student-centered instruction, rigor through AVID strategies, development of higher order thinking questions, and development of an effective school-based PBIS plan, teachers will strengthen their pedagogical practices, which will result in ALL students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

1. Teachers engage in continued professional development in and implement strategies surrounding UDL, monitoring for learning, and rigor in the classroom, incorporating AVID CRT strategies to support learning for all students equitably.

Person Responsible	Julie Finley (finleyju@pcsb.org)

2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies, monitoring for learning, and UDL, with structured debrief sessions, and implement in the classroom with actionable feedback from administrator walkthroughs.

Person Responsible	Julie Finley (finleyju@pcsb.org)

3. Teachers and administrator engage in bi-weekly PLCs, with the purpose of analyzing formative and summative assessment data (along with Cycle assessment data), from monitoring for learning strategies, to drive instructional practices in the classroom, developing large or small group remediation when applicable.

Person Responsible	Julie Finley (finleyju@pcsb.org)

4. Continue weekly after school tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students, targeting specific students to participate based on classroom formative/summative assessment data.

Person Responsible	Julie Finley (finleyju@pcsb.org)

5. Continue lunch tutoring program at least 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school, targeting specific students to participate based on classroom formative/summative assessment data.

Person Responsible Julie Finley (finleyju@pcsb.org)

6. Utilize Extended Learning Program designed for Credit Recovery 2x/week in all core content areas to ensure students are provided consistent remedial support outside of the classroom.

Person Responsible Julie Finley (finleyju@pcsb.org)

7. Implement school-wide PBIS plan that is fully integrated with MTSS/Child Study team on campus, reinforcing positive behavior for our tier 1 students.

Person Responsible Julie Finley (finleyju@pcsb.org)

8. Ensure all Crisis Team members are CPI level 1 and 2 trained.

Person Responsible [no one identified]

#9. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	Our equity goal for the 2020-21 school year is to increase the use of equitable practices on campus via a higher frequency of Culturally Relevant Teaching (CRT) practices in the classroom. The problem/gap exists because of a need to increase understanding of students' personal and cultural identities and how these cultural differences and perspectives are linked to how students access, engage, and express their learning. With ongoing professional development opportunities surrounding CRT in the classroom, identifying biases and how to address them, monitoring for learning, and rigor through AVID CRT strategies are provided and implemented, we will increase the use of equitable practices on our campus and create an environment that aims to eliminate the opportunity and achievement gap, providing more equitable learning opportunities for all students.
Measurable Outcome:	Through observational qualitative data, paired with the utilization of the CRT classroom walk-through tool, our goal is to see an increase in the effective utilization of CRT practices to at least 75% of our teachers on campus by the end of the 2020-21 school year.
Person responsible for monitoring outcome:	Michael Bohnet (bohnetm@pcsb.org)
Evidence-based Strategy:	- Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. - Ensure equity by providing easy access for students to onsite, college readiness testing in every high school (ACT, SAT, PERT), along with equal access to college level coursework and support on campus. - Provide training for teachers of accelerated courses that is specific to culturally relevant instruction to ensure engagement of black learners.
Rationale for Evidence-based Strategy:	Each strategy was selected surrounding the varying components that go into bridging the gap (graduation rate, student achievement, advanced coursework, student discipline, and minority hiring). Additionally, by providing professional development opportunities surrounding CRT, UDL, student-centered instruction, and rigor through AVID strategies, and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in ALL students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

1. Teachers engaging in continued professional development in CRT throughout the school year.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

2. Identify teachers to participate in the AVID CRT training (AVID teachers, AP teachers, per department). Leverage their learning to provide professional development opportunities surrounding AVID CRT to each corresponding department.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

3. Provide professional development opportunity from at least three teachers from each department to participate in Equitable Grading Practices professional development. Leverage their learning to provide professional development opportunities surrounding this to each corresponding department.

Person Responsible   Michael Bohnet (bohnetm@pcsb.org)

4. Administration conduct walkthroughs, and observe teacher gradebooks, to provide actionable feedback to teachers surrounding AVID CRT in the classroom and equitable grading practices to help improve in their pedagogical teaching practices.

Person Responsible   Michael Bohnet (bohnetm@pcsb.org)

5. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID CRT strategies, with structured debrief sessions, and implement in the classroom with actionable feedback.

Person Responsible   Michael Bohnet (bohnetm@pcsb.org)

#10. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Our current level of performance in school-wide behavior is 9.9% referral risk per student. We expect our performance level to be reduced to 7.0% referral risk per student by the end of the 2020-21 school year, which would be a 2.9% reduction from the 2019-20 referral risk per student (during the 2018-19 school year, referral risk was also 11.1%). The problem/gap in performance is occurring because of a lack of equitable practices school-wide. If professional development opportunities surrounding UDL, Restorative Practices, rigor through AVID strategies, and intervention strategies to differentiate with personalized learning plans are provided and implemented, the problem would be reduced to an equitable referral risk rate for all students. We will analyze and review our data for effective implementation of our strategies by meeting weekly to analyze data to determine areas of strength and need for improvement.
Measurable Outcome:	The referral risk for all students will be reduced from 9.9% to 7.0% (below the referral risk during the 2016-17 school year), as measured by the end of the year ODR data from the School Profile Dashboard.
Person responsible for monitoring outcome:	Michael Bohnet (bohnetm@pcsb.org)
Evidence-based Strategy:	- Strengthen the ability of all staff to establish and maintain positive relationships with all students through the utilization of an effectively implemented school-wide PBIS plan. - Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures. - Support the implementation engagement strategies that support the development of social and instructional teaching practices.
Rationale for Evidence-based Strategy:	Each strategy will have an integral part in increasing relational capacity of staff and students to positively impact and lower levels of disciplinary disparities among students on campus.

Action Steps to Implement

1. Continue utilization of Restorative Practices school-wide, providing ongoing professional development and actionable feedback from Behavior Specialist, students services employees, and/or administration.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

2. Utilize both Child Study and MTSS to identify and monitor students with potential need for Tier2/Tier 3 personalized intervention.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

3. Provide additional professional development opportunities for staff surrounding Culturally Relative Teaching practices.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

4. Reevaluate and modify school-wide PBIS plan. Implement with fidelity school-wide, and monitor effectiveness. PBIS team will provide actionable feedback to faculty to continue to strengthen program.

Person Responsible	Julie Finley (finleyju@pcsb.org)

#11. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Our current attendance rate is 7% absent for 10% or more days of the 2019-20 school year. We expect our performance level to drop from 7% to 5% or less absent for 10% or more days by the end of the 2020-21 school year. The problem/gap in attendance is occurring because of transportation, oversleeping, lack of engagement, etc. If personalized interventions are put in place for identified students through the Child Study/MTSS team, paired with professional development surrounding UDL, monitoring for learning, and rigor in the classroom, the problem would be reduced by at least 2%, moving from 7% to 5% absent for 10% or more days.
Measurable Outcome:	The percent of all students attendance rate will increase from 7% absent for 10% or more days to 5% or less absent for 10% or more days, as measured by consistent attendance data for students throughout the year and implementation of personal interventions when necessary.
Person responsible for monitoring outcome:	Michael Bohnet (bohnetm@pcsb.org)
Evidence-based Strategy:	- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis. - Strengthen the implementation of Tier I interventions to address and support the needs of students.
Rationale for Evidence-based Strategy:	Each strategy will have an integral part in addressing areas of concern regarding individual students and alarming attendance patterns.

Action Steps to Implement

1. Review attendance taking process and school-wide strategies for positive attendance with all staff.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

2. Assess the attendance resources, interventions and incentives at our school to support increased attendance for each Tier level.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

3. Develop and implement attendance incentive programs and competitions.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

4. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

5. Review data and effectiveness of school-wide attendance strategies on a biweekly basis.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

6. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.

Person Responsible Michael Bohnet (bohnetm@pcsb.org)

7. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).

Person Responsible Michael Bohnet (bohnetm@pcsb.org)

#12. Other specifically relating to Family and Community Engagement	
Area of Focus Description and Rationale:	We currently have high attendance rates at our monthly SAC, PTSA, Freshman, Senior, and Booster meetings. If we reached out to families with surveys regarding the content consistently throughout the school (not just at the start), they'd appreciate covered material at the meetings, and we would have a higher level of engagement and value surrounding the meetings.
Measurable Outcome:	If we send a survey to all families every other month to probe for relevant content for meetings during each report period, our level of engagement and value surrounding meetings will increase. This will be measured with both the AdvancED Survey from a 4.10/5 to at least a 4.25/5.
Person responsible for monitoring outcome:	Michael Bohnet (bohnetm@pcsb.org)
Evidence-based Strategy:	- Effectively communicate with families about their students' progress and school processes/practices. - Provide academic tools to families in support of their students' achievement at home. - Purposefully involve families with opportunities for them to advocate for their students. - Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy:	By focusing on the strategies above, we will increase family awareness and involvement in their child's education, having a positive impact on their educational experience in high school.

Action Steps to Implement

1. OFHS will communicate with families about their students' progress and school processes/practices by providing online progress reports at the end of each grading period. Parents and Students will also have access to grades and assignments through parent/student portal.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

2. OFHS provides academic tools to families in support of their student's achievement at home by keeping our website/resources current. Students can use the homework helpline. NHS students tutor after school Monday through Thurs.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

3. OFHS has required monthly parent meetings. Information to be presented at the monthly PTA and SAC meetings by Mr. Bohnet. Parents can also advocate for their students by becoming a board member of SAC.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

4. The OFHS Family & Community Relations/Debbie Giovo will reach out to various community businesses and civic organizations to share information about our school and determine if there are resources available to support students in Osceola Fundamental High School throughout the school year. The Family and Community Relations Liaison will also reach out to the community and the OFHS parents to increase mentor support for Take Stock In Children Scholars.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

5. Collaborate with Debbie Giovo, our Family & Community Relations Liaison, to create a team of mentors to assist with and build our College and Career Center on campus, providing vast opportunity to best prepare our students for their next steps beyond high school.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

#13. Other specifically relating to Healthy Schools Goal

Area of Focus Description and Rationale:	Our current level of performance is 0 out of 6 modules fully in place, with 5/6 modules with at least 50% of the components fully in place, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. The problem/gap is occurring because of a lack of physical activity beyond the recommended minutes. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition, and an increase in modules reaching 100% "fully in place".
Measurable Outcome:	Our school will increase from 0 out of 6 modules "fully in place" to 3 out of 6 modules "fully in place", with all 6 out of 6 modules at least 50% of the components fully in place, by the end of the 2019-20 school year as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.
Person responsible for monitoring outcome:	Michael Bohnet (bohnetm@pcsb.org)
Evidence-based Strategy:	- Enhance staff capacity to support students through purposeful activation and transfer strategies. - Strengthen staff ability to engage students in complex tasks.
Rationale for Evidence-based Strategy:	Each strategy will have an integral part in impacting our progress toward greater proficiency regarding the various Healthy Schools modules/components, providing a healthier experience for our students and faculty.

Action Steps to Implement

1. Assemble a Healthy School Team made up of a minimum of four individuals including, but not limited to: PE/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, Student, etc.

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

2. Attend professional development to support plan

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

3. Develop a Healthy School Program action plan

Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Our school-based leadership team will continue to address remaining schoolwide improvement priorities, identified in the Needs Assessment/Analysis, through regular monitoring in SBLT and Child Study/MTSS throughout the year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

During the 2020-21 school year, Osceola Fundamental High School will continue to send surveys to stakeholders for both input in topics covered and feedback for all SAC, PTSA, 9th Grade, and Senior meetings on campus. We will also engage with our families to create a team of mentors to assist with and build an effective system for our College and Career Center on campus, providing vast opportunity to best prepare our students for their next steps beyond high school.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Social Studies	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
5	III.A.	Areas of Focus: Other: College and Career Readiness	$0.00
6	III.A.	Areas of Focus: Instructional Practice: Graduation	$0.00
7	III.A.	Areas of Focus: Other: Bridging the Gap	$0.00
8	III.A.	Areas of Focus: Other: Students with Disabilities	$0.00

9	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
10	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
11	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
12	III.A.	Areas of Focus: Other: Family and Community Engagement	$0.00
13	III.A.	Areas of Focus: Other: Healthy Schools Goal	$0.00
		Total:	$0.00