

School District of Osceola County, FL

Osceola County School For The Arts



2020-21 Schoolwide Improvement Plan

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Osceola County School For The Arts

3151 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Dennis Neal

Start Date for this Principal: 7/22/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
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 (87%) 2017-18: A (85%) 2016-17: A (85%) 2015-16: A (77%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

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

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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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 6-12	No	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

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

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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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

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

Demographic Information

Principal start date

Wednesday 7/22/2020, Dennis Neal

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.*

3

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.*

18

Total number of teacher positions allocated to the school

52

Demographic Data

2020-21 Status (per MSID File)	Active
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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	127	155	142	167	152	152	119	1014
Attendance below 90 percent	0	0	0	0	0	0	0	31	42	28	48	57	56	262
One or more suspensions	0	0	0	0	0	0	1	2	1	1	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	1	2	0	3	7	1	14
Course failure in Math	0	0	0	0	0	0	0	2	1	0	2	3	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	3	7	2	7	4	4	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	3	6	2	4	1	1	0	17

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

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

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	2	2	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 7/22/2020

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	137	136	116	165	162	124	154	994
Attendance below 90 percent	0	0	0	0	0	0	4	2	0	2	4	1	9	22
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	1	4	0	5	5	1	1	17
Level 1 on statewide assessment	0	0	0	0	0	0	9	3	3	7	7	1	1	31

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

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

The number of students identified as retainees:

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Students retained two or more times	0	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	89%	57%	56%	92%	57%	53%
ELA Learning Gains	69%	48%	51%	71%	47%	49%
ELA Lowest 25th Percentile	74%	43%	42%	80%	41%	41%
Math Achievement	91%	46%	51%	85%	44%	49%
Math Learning Gains	79%	41%	48%	68%	42%	44%
Math Lowest 25th Percentile	85%	46%	45%	69%	38%	39%
Science Achievement	87%	69%	68%	90%	71%	65%
Social Studies Achievement	97%	70%	73%	93%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	91%	49%	42%	53%	38%
Same Grade Comparison		-7%				
Cohort Comparison		-4%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	62%	31%	67%	26%
2018	95%	68%	27%	65%	30%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	73%	26%	71%	28%
2018	100%	70%	30%	71%	29%
Compare		-1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	89%	62%	27%	70%	19%
2018	0%	61%	-61%	68%	-68%
Compare		89%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	89%	49%	40%	61%	28%
2018	86%	52%	34%	62%	24%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	44%	50%	57%	37%
2018	87%	39%	48%	56%	31%
Compare		7%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD				60							
ELL	73	73	80	86	76	74	75	100			
ASN	96	73		95	95		100	100			
BLK	88	76	86	84	86	93	65	89		100	95
HSP	86	67	72	90	78	82	87	97	100	99	79
MUL	81	70		88	63						
WHT	97	70	78	96	77	96	94	100	100	100	84
FRL	85	65	70	88	77	86	83	93	100	99	84
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	57	79		53	69						
ASN	100	87		100	80				100		
BLK	85	75	73	64	59	42	78	92	100		
HSP	91	72	83	84	74	70	86	100	90	99	83
MUL	100	93		77	67						
WHT	93	74	85	87	78	78	95	100	95	100	81
FRL	90	74	80	81	73	60	84	100	91	100	81

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD				65	47						
ELL	57	67	70	63	56	55					
ASN	97	80		97	71		100	100			
BLK	92	71	76	83	73	84	96	88			
HSP	89	70	81	81	65	63	90	91	98	100	92
MUL	100	71		87	71						
WHT	94	71	78	91	70	77	85	96	90	100	91
FRL	91	71	79	83	65	68	90	92	96	100	88

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	87
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	92
Total Points Earned for the Federal Index	1045
Total Components for the Federal Index	12
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	60
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	81
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	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	93
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	86
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	86
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	76
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 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	90
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	85
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.

Math ESE - Support facilitation is spread too thin.

20-21 - an additional support facilitation teacher has been allocated full time to OCSA. Our ESE support team will work collaborative to ensure that ESE students are supported in face to face and digital learning.

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

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

19-20 - Additional progress monitoring was provided
20-21 - With improved Tier 1 progress monitoring ELA Tier 2 and Tier 3 students will show an increase in their FSA scores.

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

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

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

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

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

Students with 2 or more indicators is an area of concern. Students with the attendance below 90%

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

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

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of****Focus****Description and Rationale:**

ELA Achievement
Students need assistance in using effective ELA strategies.

Measurable Outcome:

To increase learning gains from 69% to 74% or higher.

Person responsible for monitoring outcome:

Gislene Cornwell (gislene.cornwell@osceolaschools.net)

Evidence-based Strategy:

By analyzing our ELA data we will be specifically targeting students who have earned either a level 1, 2, and low 3. Once students are identified we will ensure students are placed in correct intensive courses, analyze progress monitoring data quarterly and use the MTSS process to move students to higher intervention tiers as needed.

Teachers will be working in PLCs to analyze data and plan instruction to meet the needs of all students.

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

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

Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

Rationale for Evidence-based Strategy:

Both the MTSS and PLC processes are research-based strategies with proven results.

Evidence-based Strategy:

"A criterion for schools that have made great strides in achievement and equity is immediate and decisive intervention...Successful schools do not give a second thought to providing preventative assistance for students in need." (Reeves, 2006, p.87)

Action Steps to Implement

Students will be provided Tier 2 and Tier 3 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.

Person**Responsible**

Tiffany Bell (tiffany.bell@osceolaschools.net)

Assign appropriate Tiers and Interventions for learning support.

Person**Responsible**

Gislene Cornwell (gislene.cornwell@osceolaschools.net)

Teacher teams will meet each week during early release which OCSA has designated for Professional Learning Communities. The purpose of the PLCs is to assess, analyze, reflect and revise lessons and assessments based upon the course progression plan and standards of mastery

Person**Responsible**

Mark Conners (mark.conners@osceolaschools.net)

Use Ellevation strategies to support ELL instruction, use ESE strategies, scaffolds, and accommodations to support students with disabilities.

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

Literacy coach will work with teachers to design effective lessons based on collected data.

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

Teacher teams (PLCs) will track each student by using School City, NWEA, and on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery.

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

7. Professional development will be conducted each Wednesday morning throughout the school year to build shared knowledge of highly effective ELA and Reading instruction. Tier 1 core instruction will be strengthened by the provision of ongoing professional development provided the our Literacy Coach and other instructional leaders within the school.

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

Students in grades 6-8 will be monitored using the NWEA and Osceola Writes three times a year. District formative assessments will be given every four and half weeks in all accountability areas.

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

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

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

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

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

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

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

#2. Instructional Practice specifically relating to Math**Area of Focus**

Description and Rationale: Math Achievement: In order to continue the growth in mathematics

Measurable Outcome: In mathematics, our measurable outcome will be an increase overall math achievement by 1%.

Person responsible for monitoring outcome: Ana Gonzalez (ana.gonzalez@osceolaschools.net)

Evidence-based Strategy: Support through MTSS process

Lowest quartile students continue to struggle in math achievement. The MTSS process has been proven to be successful.

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

Rationale for Evidence-based Strategy: School stocktake will take place monthly to report progress to the Principal on the Area of Focus.

Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

"Teachers in gap-closing schools more frequently use data to understand the skill gaps of low-achieving students...when data points to a weakness in students' academic skills, gap-closing schools are more likely to focus in on that area, making tough choices to ensure that students are immersed in what they need most." (Symonds, 2004, p. 13)

Action Steps to Implement

Teachers will provide interventions for Enrichment, Tier 1, Tier 2, and Tier 3 in math. Math tier 2 interventions will occur within math instruction by grade level math teachers and tier 3 interventions will occur outside the math block using an interventionist or math coach

Person Responsible: Mark Conners (mark.conners@osceolaschools.net)

Design individualized student interventions for small groups

Person Responsible: Ana Gonzalez (ana.gonzalez@osceolaschools.net)

Math Coach will offer teachers activities to support lowest quartile students.

Person Responsible: Ana Gonzalez (ana.gonzalez@osceolaschools.net)

Continue rotational model in Intensive Math classes

Person Responsible: Ana Gonzalez (ana.gonzalez@osceolaschools.net)

Using Elevation to provide ELL strategies in Math classes, use ESE strategies, scaffolds, and accommodations listed in student individual plans appropriately to fit the needs of the learner.

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

Math formative assessments will be on-going throughout the school year. Students will be assessed through PLC and district created assessments, checklists, fluency checks. Assessments will be analyzed by PLCs and Math Coach to monitor effectiveness of instruction. Coaching support will be offered by the Math Coach.

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

Individual data charts will be created from the MTSS team monthly through the use of School City. Data charts are shared throughout the PLCs weekly and monthly within our Stocktake process. Data charts are also an opportunity for the leadership to be involved in the monitoring of specific students to monitor their learning.

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

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.

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

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

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

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

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students, all which will be monitored by the VE teacher, RCS, and ESOL compliance specialist.

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

#3. Instructional Practice specifically relating to Science**Area of****Focus**

Science Achievement

Description and

District-wide, science achievement has been consistently declining.

Rationale:**Measurable Outcome:**

Increase overall science achievement by 3% (from 87% to 90%).

Person responsible for monitoring outcome:

Jay Vedder (jay.vedder@osceolaschools.net)

Evidence-based Strategy:

Regularly scheduled progress monitoring assessments both through the district and at the school level.

Science will use the PLC process to plan lessons, creative common assessments, and create actions using data from School City.

The PLC process is a research-based strategy with proven success.

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

Rationale for Evidence-based Strategy:

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

Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

"Schools committed to improving student learning need information more than ever. They must have process that gathers authentic and relevant information and use it to identify strengths and weaknesses in a way that pushes people toward continuous improvement." (Dolan, 1994).

Action Steps to Implement

Identify Level 1 and 2 students as high need students. Tier 2 interventions once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive

additional resources and support during Homeroom to sharpen their comprehension.

Person**Responsible**

Jay Vedder (jay.vedder@osceolaschools.net)

Assign appropriate Interventions for learning support.

Person**Responsible**

Jay Vedder (jay.vedder@osceolaschools.net)

Analyze data during weekly PLC meetings.

Teachers will track essential standards.

After a standard has been assessed, teachers will track the student progress using School City.

Teachers will provide interventions as needed and reassess students to monitor their learning.

Person**Responsible**

Jay Vedder (jay.vedder@osceolaschools.net)

Use Ellevation strategies to support ELL instruction.

Person Responsible Jay Vedder (jay.vedder@osceolaschools.net)

Coach will work with teachers to design effective lessons based on collected data.

Person Responsible Jay Vedder (jay.vedder@osceolaschools.net)

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.

Person Responsible Jay Vedder (jay.vedder@osceolaschools.net)

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

Person Responsible Jay Vedder (jay.vedder@osceolaschools.net)

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

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

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

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

Teacher delivers daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students, all which are monitored by the ESOL Compliance Specialist and RCS.

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

#4. Instructional Practice specifically relating to Career & Technical Education

Area of Focus	Acceleration (middle and high school)
Description and Rationale:	Increasing Middle and High school acceleration is an indicator for College and Career Readiness.
Measurable Outcome:	Increase HS CCR to 85%
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	<p>Intentional scheduling through master scheduling Target population without an acceleration point Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being using in the analyzing and planning for the student achievement. School stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy:	<p>Through intentional scheduling, students will have increased opportunities to earn acceleration points. "School systems must create a culture that places value on managing by results, rather than managing by programs." (Schlechty, 1997, p. 110)</p>

Action Steps to Implement

Identify all students who have not met the requirements for acceleration

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

Through guidance meetings, select the best acceleration option for each individual student

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

Provide supports for students who are at risk for not meeting acceleration requirements

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

Explore alternative routes for students to earn acceleration point

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

#5. Instructional Practice specifically relating to Professional Learning Communities

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

Measurable Outcome: All ELA/Reading, Math, Science, Social Studies, and Arts PLCs will be at a stage 5 on the PLC Seven Stage Rubric by the end of Semester 1 2020-2021 assessed by the Principal using the Seven Stage Rubric and format data. The selected areas of focus will improve within the given target set by the leadership team.

Person responsible for monitoring outcome: Mark Conners (mark.conners@osceolaschools.net)

Evidence-based Strategy: Leadership team will take responsibility in monitoring PLCs during meeting and review their minutes. The PLC PP will meet with PLC leads and guide them through the PLC process and assist the leader throughout the year depending on needs. Instructional coaches will assist with data collection and analysis of data. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being using in the analyzing and planning for the student achievement.

School stocktake will take place monthly to report progress to the Principal on the Area of Focus. Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, in-depth critical examination of what does and doesn't work to enhance student achievement. For a PLC to be effective, there needs to be a school-wide belief that the PLC process is important and successful. All stakeholders in the school should be part of the process, including the leadership team, to emphasize that the PLC process is a non-negotiable (Pirtile S. S. & Tobia E. (2014 Winter).

Rationale for Evidence-based Strategy: Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being using in the analyzing and planning for the student achievement. Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. \ Monitoring: School Stocktake will take place monthly to report progress to the Principal on the Areas of Focus. Principal will then the update with Chief of Staff and Assistant Superintendent during their half-way point check.

Action Steps to Implement

PLC facilitator and PLC Administrator will meet with PLC leads on the first Tuesday of each month to discuss progress and next steps.

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

Leadership team will attend weekly PLC meetings and actively participate in discussions.

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

Assess the PLC stages 3 times per year.

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

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

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

School City and NWEA will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted to train staff on the School City platform.

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

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

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

Leadership team, and PLC lead will meet to discuss all accountability within collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC team weekly

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

#6. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: According to Panorama our students scored the low (estimated 54%) in the area of teacher/staff personal connections.

Measurable Outcome: By the end of 2020-2021 school year 80% of our students will be able to identify 3 or more teacher/staff members that they have a personal connection to.

Person responsible for monitoring outcome: Jeanette Long (jeanette.long@osceolaschools.net)

Evidence-based Strategy: During homeroom, guidance and mental health personnel will create interactive videos that will be presented to students by their homeroom teacher. Teachers will lead class discussions on the strategies to help students utilize skills taught. Social emotional learning lessons are also provided through CUPs and lessons each teacher plans.

Rationale for Evidence-based Strategy: We will be capitalizing on the expertise of our mental health professionals to develop evidence based strategies to be utilized in the classroom. The district created Curriculum Unit Plans embedded SEL strategies that directly correlate with the instructional plans and practices throughout every content area. Teachers use these plans on a daily basis to ensure that the mandated curriculum and scaffolds are consistently taught effectively.
 "Teaching social-emotional competence and the importance of well-bein for the preparatory grades through post-secondary will reduce problem behaviors (externalizing, internalizing, and hyperactivity problems) and increase reading achievement." (Bernard, 2002)

Action Steps to Implement

Guidance and mental health school team will provide our OCSA staff with training and Kognito

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

Coaches will provide support to teachers in assisting SEL (Social Emotional Learning) scaffolds embedded in their CUPs (Curriculum Unit Plans).

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

Guidance will create and support student social and emotional learning through Homeroom/Intervention by providing lessons and strategies to students monthly. Teachers will integrate SEL strategies into their curriculum to reinforce additional lessons from CUPs and guidance.

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

Classroom teachers will lead class discussions based upon their lessons and SEL scaffolds according to their curriculum to support students and enforce social emotional learning skills . Teachers will increase student input and voice through planning and reflection.

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

Administration will conduct weekly walkthroughs in support of fidelity of the SEL strategies and provide guidance to teachers if they need assistance.

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

The Leadership team will review monthly behavior and threat assessment data for all subgroups and develop action plans to meet the needs of individual students.

Person Responsible Tiffany Bell (tiffany.bell@osceolaschools.net)

#7. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: ESSA data showed in 2018-2019, OCSA did not have any sub groups below the ESSA level 41%. The lowest subgroup reported was Students with Disabilities with 60% proficiency. Our focus will be to maintain all subgroup proficiency levels using the 2018-2019 data.

Measurable Outcome: ESSA data for 2018-2019 showed OCSA did not have any sub groups below the 41% mark. OCSA will strive to maintain the current high levels and continue focus on each sub group through MTSS and tier 1, 2, and 3 interventions and support. OCSA will strive to increase our lowest ESSA subgroup from 60% proficiency to 65% proficiency.

Person responsible for monitoring outcome: Tiffany Bell (tiffany.bell@osceolaschools.net)

Evidence-based Strategy: Teachers will use scaffolding methods for SWD (students with disabilities), Ellevation strategies that located in their Curriculum Unit Plans in order to differentiate instruction in an academically and artistically diverse classroom while providing rigorous instruction. Parcid (2015) Students of all abilities and backgrounds want classrooms that are inclusive and convey respect. For those students with disabilities and ELL students - the classroom setting and may present certain challenges that need accommodation and consideration.

Rationale for Evidence-based Strategy: Strategies for Teachers:
Using correct terminology when appropriate
Confidentiality, Stigma, and Disclosure
Teaching Scaffolds
Inclusive Design

A school is to never look the whole picture of their performance. It is the community that should see the picture. The school should be focused on each subgroup because learning is not a one-size fits all. (Duggan, 2014, Targeting Subgroups)

Action Steps to Implement

Professional Development: Teachers received training in providing scaffolds to SWD (students with disabilities), ELL, and different subgroups with concentration of equity in instruction. Teachers will receive training based upon their content area and using accommodations for Students with Disabilities.

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

PLC meetings will support all subgroups along with additional assistance from two Support Facilitation teachers, ELL support team, SEL support team, and MTSS. Teachers will work in conjunction with instructional coaches and assigned VE teachers to provide explicit instruction to meet the needs of every student.

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

Students will participate in the targeted intervention for Tier 1, 2, &3.

Person Responsible Tiffany Bell (tiffany.bell@osceolaschools.net)

Bi-Monthly MTSS meetings and monthly Stocktake meetings will review data from NWEA, DIBELS, district assessments, and School City Data to ensure that students are progressing in all subgroups.

Action plans will be created for individual students or small groups of students depending on the subgroup or commonality according to the data.

Person Responsible Mark Conners (mark.conners@osceolaschools.net)

#8. Other specifically relating to Schoolwide Post Secondary Culture for All Students

Area of Focus Description and Rationale: OCSA inspires all students to continue their passion and purpose through building a post-secondary education culture for all students. Every student (100%) is monitored and tracked with their post-secondary plans. With the involvement of community stakeholders, students that have parental, school, and community support will be successful in following through with their individual plans.

Measurable Outcome: In the 2019-2020 school OCSA had a confirmed acceptance to a post secondary institution of 90%.
In 2020-2021 there will be an increase percentage to 91% confirmed plans.

Person responsible for monitoring outcome: Jeanette Long (jeanette.long@osceolaschools.net)

Evidence-based Strategy: OCSA has a strong future orientation that engages all students from 6-12th grades. Students are presented with tools to help them plan for their post secondary decision and supported from parent, community, and school stakeholders. When schools promote student academic and personal development, students will fully gain common those post secondary expectations. Students are monitored and post secondary plans are tracked in Xello and Focus. Students must be supported in their endeavors through our guidance department and other key staff members.

Rationale for Evidence-based Strategy: Students are tracked using Xello and Focus their secondary plans. Once accepted to a college or vocational school - information is documented by our College and Career Specialist. The College and Career Specialist, Mrs. Gill meets with each senior multiple times a year to ensure post secondary plans are followed. Mrs. Gills ensures each high school class has their own Remind Account and communicates on bi - monthly basis.

"Providing a positive post-secondary culture is pervasive. It ensures strong college-going, and vocational culture that many underserved communities face numerous challenges that prevent them from creating these kids of conditions. Providing this type of post-secondary culture will increase the job growth within the community." (Carnevale, 2016, p. 3)

Action Steps to Implement

Xello is the college and career platform available to all high school students. Counselors use the scoping sequence which are delivered by ELA teachers and guidance team to expose students to college and career skills and career demand.

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

Guidance tracks task and assignment completion for data collection and report back to school and district leadership team monthly to measure engagement of students.

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

OCSA has conducts numerous college visits and promotes college week to extend post secondary culture throughout the entire student body.

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

Plan Field trips to colleges and technical institutes for gain student interest.

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

OCSA Decision Day! Celebrate acceptances!

Person Responsible Jeanette Long (jeanette.long@osceolaschools.net)

Additional Schoolwide Improvement Priorities

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

OCSA school leadership team will meet bi-monthly in our MTSS meetings and attend monthly Stocktake meetings to discuss progress monitoring data and any targeted subgroups. The leadership team will also create action plans needed through the StockTake process. Action plans will have a measurable goal and a structured timeline.

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.

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

Supporting Social Emotional Learning is a large part of our positive culture at OCSA. Daily messages are sent to students via OCSA Announcements that reference positive and encouraging mindset throughout their time at school. Clubs and student led organizations also assist in a positive atmosphere at OCSA. Clubs such as Positiviti, Interact, and Links promote friendship and solidarity among students. Students are rarely alone and find OCSA their home away from home.

The school engages students, families, and community in a positive and artistic environment that fosters the creation and celebration of art. OCSA has established an infrastructure to support family engagement, such as decision-making SAC committee that reaches to families and communities. They assist in the important process of approving funds for students and teacher activities and it acts a forum for develop ideas and

assist in the process of ensuring the success of the activities.

There is a collaborative culture at OCSA.

OCSA teachers work in professional learning communities each week to design lessons, create formative and summative assessments, reviews data and reflect on student learning. Each teacher also belongs to a district ePLC that encourages growing and learning in district content areas. Teachers receive professional development, then take what is learned to apply it in their own classrooms. These learning communities have enhanced our "togetherness" here at OCSA and it has become a strong part of our culture. Since our teachers work in teams, and many of them are singletons in grade levels, teachers are also work cross-curricular to develop unit plans that incorporate more than one content area.

Another way we have developed collaboration is through the use of Teams. Each PLC has a team, as well as a school wide faculty teams. This allows teachers to ask questions to one another and bounce ideas off of each other since most teachers are teaching 7 out of 7 periods.

Each leadership team member attends a content area PLC. This shows that there is continuity in learning and allows the leadership to participate like one of the team members.

The leadership team gives feedback to PLC leads and members and also may suggest evidence-based practices and strategies that could enhance student learning.

The OCSA Leadership Team meets each Monday to discuss the week ahead, content agendas, teaching and learning throughout the classrooms, and any issues that may arise. This team is similar to a PLC and data is reviewed bi-weekly to review any opportunities for growth or to create action plans. The team consists of administrators, dean, testing coordinator, guidance director, and instructional coaches. This team implements evidence-based practices to everyday procedures.

The team may also solicit feedback from teachers and staff to review procedures and what is working throughout the 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: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Career & Technical Education	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
7	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
8	III.A.	Areas of Focus: Other: Schoolwide Post Secondary Culture for All Students	\$0.00
Total:			\$0.00