

Pinellas County Schools

Osceola Fundamental High



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
2021-22 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	2021-22: A (71%) 2018-19: A (74%) 2017-18: A (70%)
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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Osceola Fundamental High

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bohnet, Michael	Principal	
Finley, Julie	Assistant Principal	
Mucerino, Cynthia	Assistant Principal	
Schmittziel, Daniel	Assistant Principal	
Montgomery, Christopher	Behavior Specialist	
Piscalko, Brian	Other	
Stolz, Juliana	Psychologist	
Polizzi, Electra	School Counselor	

Demographic Information

Principal start date

Thursday 7/1/2010, Michael Bohnet C

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

1

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,731

Identify the number of instructional staff who left the school during the 2021-22 school year.

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 7/7/2022

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	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

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	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data Review**

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	68%	51%	51%				77%	56%	56%
ELA Learning Gains	54%						61%	51%	51%
ELA Lowest 25th Percentile	51%						58%	43%	42%
Math Achievement	72%	38%	38%				80%	45%	51%
Math Learning Gains	63%						59%	44%	48%
Math Lowest 25th Percentile	56%						57%	41%	45%
Science Achievement	84%	42%	40%				88%	64%	68%
Social Studies Achievement	90%	47%	48%				90%	71%	73%

Grade Level Data Review - State Assessments

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

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
2022					

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	88%	62%	26%	67%	21%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	70%	20%	70%	20%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	55%	18%	61%	12%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	81%	56%	25%	57%	24%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	49	52	55	65	69	64	38	95		97	43
ELL	43	41	36	50	60		67				
ASN	90	66		83	92		93			100	77
BLK	67	61					90	80		91	40
HSP	58	51	47	60	63	59	73	78		100	65
MUL	77	55		75	91			93		100	81
WHT	68	53	51	74	59	53	85	92		100	77
FRL	61	53	43	62	70	65	74	89		99	66
2021 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 2019-20	C & C Accel 2019-20
SWD	61	59	56	71	48		86	62		100	43
ELL	39	44	47	50	47		56				
ASN	85	79		64	58		92	92		100	60

2021 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 2019-20	C & C Accel 2019-20
BLK	80	64		57			100				
HSP	56	51	54	60	44	35	74	87		100	80
MUL	76	50		64	54		91	79		100	67
WHT	73	57	58	63	39	46	79	85		99	71
FRL	64	52	53	55	38	35	77	75		99	66
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			
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
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	60
Total Points Earned for the Federal Index	773
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	63
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	51

English Language Learners	
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	86
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	72
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	66
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	82
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	71
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	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on state testing data from the 2021-22 school year, gaps exist between different subgroups, specifically Students with Disabilities and English Language Learners, among their peers. This trend is evident among most content areas.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data component that showed the lowest proficiency at 68%, which also displayed a decrease from the 2020-21 school year of 3%, was our FSA ELA assessment data for our 9th and 10th grade students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some contributing factors include a need for consistent common assessment data driven collaboration in PLCs to drive ongoing differentiated instruction and remediation, to meet all students diverse needs. Our focus this year, centered around Data Driven PLCs, Cognitively Complex Tasks, and Student-Centered Instruction and Engagement in the classroom, will assist in decreasing these disparities while meeting the diverse needs of all students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed the most improvement was our Math Achievement and Learning Gains. We displayed an achievement growth of 9%, learning gains growth of 22%, and L25 learning gains growth of 15%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

This can be attributed to intentionality surrounding the big rocks from the 2020-21 school year. Our focus this year, centered around Data Driven PLCs, Cognitively Complex Tasks, and Student-Centered Instruction and Engagement in the classroom, we will continue to grow in these areas to assist in decreasing these disparities while meeting the diverse needs of all students.

What strategies will need to be implemented in order to accelerate learning?

Our focus this year, centered around Data Driven PLCs, Cognitively Complex Tasks, and Student-Centered Instruction and Engagement in the classroom, will assist in decreasing these disparities while meeting the diverse needs of all students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our focus this year, centered around Data Driven PLCs, Cognitively Complex Tasks, and Student-Centered Instruction and Engagement in the classroom, will assist in decreasing these disparities while meeting the diverse needs of all students.

Ongoing professional development will occur throughout the school year, including via school meetings (i.e. PLCs, Faculty, etc.), classroom Strategy Walks/Demonstration Days, and more.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Administration and school leadership will monitor and provide actionable feedback for teachers to ensure sustainability of improvement, always focused on continued growth in pedagogy.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance is 72%, as evidenced by the 2022 Algebra 1 EOC and Geometry EOC. The gap will be addressed by focusing on Data Driven PLCs, Cognitively Complex Tasks, and Student-Centered Instruction and Engagement in the classroom. With this focus, there will be a student increase of 8% or more.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving math proficiency will increase from 72% to 77%, with an increase in L25 learning gains by 5%, from 56% to 61%, as measured by the Algebra 1 EOC and Geometry EOC.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in Data Driven PLCs, to ensure that data drives daily instructional practices. We will also analyze cycle assessment data via Data Driven PLCs to address global areas of need to develop ongoing remediation and re-teaching as needed, and utilize district created mini-formative assessments through Performance Matters.

Person responsible for monitoring outcome:

Daniel Schmittiel (schmittiel@pcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

- Strengthen staff pedagogical practice to engage students in complex tasks.
- Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
- Strengthen staff pedagogical practice to utilize formative assessment strategies to monitor student progress toward mastery of the standards.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing ongoing professional development opportunities surrounding cognitively complex tasks, student-centered instruction, and development of higher order thinking questions(i.e. rigor via WICOR strategies, like Focused Notetaking), along with actively participating in Data Driven PLCs, teachers will strengthen their pedagogical practices, which will result in ALL students engaging in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers engage in district led professional learning opportunities, including new course standards, assessments, and district math PLCs.

Person Responsible Daniel Schmittiel (schmittield@pcsb.org)

2. Teachers engage in pre-school and ongoing professional development in and implement strategies surrounding cognitively complex tasks, student-centered instruction, and monitoring for learning/development of higher order thinking questions (i.e. rigor via WICOR strategies, like Focus Notetaking), to support learning for ALL students equitably.

Person Responsible Daniel Schmittiel (schmittield@pcsb.org)

3. Teachers incorporate daily formative assessments to check for understanding, using that data to gauge student progress toward mastery of the standard, utilizing course specific formative assessment/data resources (i.e. Albert.io, IXL, AP Classroom, Marco Learning). Teachers 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 Schmittiel (schmittield@pcsb.org)

4. Teachers intentionally plan lessons, supported by district resources when appropriate (i.e. LEVEL UP lessons for different EOC content areas), to engage students in cognitively complex tasks, providing students opportunity to meet and exceed the rigor of the standards in the classroom.

Person Responsible Daniel Schmittiel (schmittield@pcsb.org)

5. Teachers and administration engage in Data Driven PLCs at least 2x per month, analyzing common formative assessment and summative assessment data (also including Cycle Assessment data), to drive instructional practices within the classroom. When applicable, remediation (large/small group) is developed to meet diverse needs of our learners.

Person Responsible Daniel Schmittiel (schmittield@pcsb.org)

6. Administrators conduct consistent walkthroughs to provide actionable feedback both via iObservation and in-person collaborative debriefs to embody a growth mindset and constant improvement in pedagogical practices, centered around implementation of strategies tied to our big rocks and personalized professional development within specific content.

Person Responsible Daniel Schmittiel (schmittield@pcsb.org)

7. Implement Strategy Walks/Instructional Rounds schedule via Teacher Demonstration Days throughout the school year, with structured debrief sessions, centered around our 2022-23 big rocks. Teachers implement learnings after debriefing sessions with actionable feedback from administrator walkthroughs.

Person Responsible Daniel Schmittiel (schmittield@pcsb.org)

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance is 68%, as evidenced by the 2022 FSA ELA assessment. The gap will be addressed by focusing on Data Driven PLCs, Cognitively Complex Tasks, and Student-Centered Instruction and Engagement in the classroom. With this focus, there will be a student increase of 8% or more.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving ELA proficiency will increase from 68% to 73%, with an increase in L25 learning gains by 5%, from 51% to 56%, as measured by the FSA ELA assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in Data Driven PLCs, to ensure that data drives daily instructional practices. We will also analyze cycle assessment data via Data Driven PLCs to address global areas of need to develop ongoing remediation and re-teaching as needed.

Person responsible for monitoring outcome:

Julie Finley (finleyju@pcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

- Strengthen staff pedagogical practice to engage students in complex tasks.
- Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
- Strengthen staff pedagogical practice to utilize formative assessment strategies to monitor student progress toward mastery of the standards.

Rationale for**Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing ongoing professional development opportunities surrounding cognitively complex tasks, student-centered instruction, and development of higher order thinking questions(i.e. rigor via WICOR strategies, like Focus Notetaking), along with actively participating in Data Driven PLCs, teachers will strengthen their pedagogical practices, which will result in ALL students engaging in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers engage in district led professional learning opportunities and district ELA PLCs.

Person Responsible Julie Finley (finleyju@pcsb.org)

2. Teachers engage in pre-school and ongoing professional development in and implement strategies surrounding cognitively complex tasks, student-centered instruction, and monitoring for learning/development of higher order thinking questions (i.e. rigor via WICOR strategies, like Focused Notetaking), to support learning for ALL students equitably.

Person Responsible Julie Finley (finleyju@pcsb.org)

3. Teachers incorporate daily formative assessments to check for understanding, using that data to gauge student progress toward mastery of the standard, utilizing course specific formative assessment/data resources (i.e. Albert.io, IXL, AP Classroom, Marco Learning). Teachers 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, supported by district resources when appropriate (i.e. LEVEL UP lessons for different EOC content areas), to engage students in cognitively complex tasks, providing students opportunity to meet and exceed the rigor of the standards in the classroom.

Person Responsible Julie Finley (finleyju@pcsb.org)

5. Teachers and administration engage in Data Driven PLCs at least 2x per month, analyzing common formative assessment and summative assessment data (also including Cycle Assessment data), to drive instructional practices within the classroom. When applicable, remediation (large/small group) is developed to meet diverse needs of our learners.

Person Responsible Julie Finley (finleyju@pcsb.org)

6. Administrators conduct consistent walkthroughs to provide actionable feedback both via iObservation and in-person collaborative debriefs to embody a growth mindset and constant improvement in pedagogical practices, centered around implementation of strategies tied to our big rocks and personalized professional development within specific content.

Person Responsible Julie Finley (finleyju@pcsb.org)

7. Implement Strategy Walks/Instructional Rounds schedule via Teacher Demonstration Days throughout the school year, with structured debrief sessions, centered around our 2022-23 big rocks. Teachers implement learnings after debriefing sessions with actionable feedback from administrator walkthroughs.

Person Responsible Julie Finley (finleyju@pcsb.org)

#3. Instructional Practice specifically relating to Science**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance is 84%, as evidenced by the 2022 Biology EOC. The gap will be addressed by focusing on Data Driven PLCs, Cognitively Complex Tasks, and Student-Centered Instruction and Engagement in the classroom. With this focus, there will be a student increase of 3% or more.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving Biology EOC proficiency will increase from 84% to 87%, as measured by the Biology EOC.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in Data Driven PLCs, to ensure that data drives daily instructional practices. We will also analyze cycle assessment data via Data Driven PLCs to address global areas of need to develop ongoing remediation and re-teaching as needed.

Person responsible for monitoring outcome:

Julie Finley (finleyju@pcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

- Strengthen staff pedagogical practice to engage students in complex tasks.
- Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
- Strengthen staff pedagogical practice to utilize formative assessment strategies to monitor student progress toward mastery of the standards.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing ongoing professional development opportunities surrounding cognitively complex tasks, student-centered instruction, and development of higher order thinking questions(i.e. rigor via WICOR strategies), along with actively participating in Data Driven PLCs, teachers will strengthen their pedagogical practices, which will result in ALL students engaging in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers engage in district led professional learning opportunities and district Science PLCs.

Person Responsible Julie Finley (finleyju@pcsb.org)

2. Teachers engage in pre-school and ongoing professional development in and implement strategies surrounding cognitively complex tasks, student-centered instruction, and monitoring for learning/

development of higher order thinking questions (i.e. rigor via WICOR strategies, like Focused Notetaking), to support learning for ALL students equitably.

Person Responsible Julie Finley (finleyju@pcsb.org)

3. Teachers incorporate daily formative assessments to check for understanding, using that data to gauge student progress toward mastery of the standard, utilizing course specific formative assessment/data resources (i.e. Albert.io, IXL, AP Classroom, Marco Learning). Teachers 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, supported by district resources when appropriate (i.e. LEVEL UP lessons for different EOC content areas), to engage students in cognitively complex tasks, providing students opportunity to meet and exceed the rigor of the standards in the classroom.

Person Responsible Julie Finley (finleyju@pcsb.org)

5. Teachers and administration engage in Data Driven PLCs at least 2x per month, analyzing common formative assessment and summative assessment data (also including Cycle Assessment data), to drive instructional practices within the classroom. When applicable, remediation (large/small group) is developed to meet diverse needs of our learners.

Person Responsible Julie Finley (finleyju@pcsb.org)

6. Administrators conduct consistent walkthroughs to provide actionable feedback both via iObservation and in-person collaborative debriefs to embody a growth mindset and constant improvement in pedagogical practices, centered around implementation of strategies tied to our big rocks and personalized professional development within specific content.

Person Responsible Julie Finley (finleyju@pcsb.org)

7. Implement Strategy Walks/Instructional Rounds schedule via Teacher Demonstration Days throughout the school year, with structured debrief sessions, centered around our 2022-23 big rocks. Teachers implement learnings after debriefing sessions with actionable feedback from administrator walkthroughs.

Person Responsible Julie Finley (finleyju@pcsb.org)

#4. Instructional Practice specifically relating to Social Studies**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance is 90%, as evidenced by the 2022 US History EOC. The gap will be addressed by focusing on Data Driven PLCs, Cognitively Complex Tasks, and Student-Centered Instruction and Engagement in the classroom. With this focus, there will be a student increase of 3% or more.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving US History EOC proficiency will increase from 90% to 93%, as measured by the US History EOC.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in Data Driven PLCs, to ensure that data drives daily instructional practices. We will also analyze cycle assessment data via Data Driven PLCs to address global areas of need to develop ongoing remediation and re-teaching as needed.

Person responsible for monitoring outcome:

Cynthia Mucerino (mucerinocy@pcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

- Strengthen staff pedagogical practice to engage students in complex tasks.
- Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
- Strengthen staff pedagogical practice to utilize formative assessment strategies to monitor student progress toward mastery of the standards.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing ongoing professional development opportunities surrounding cognitively complex tasks, student-centered instruction, and development of higher order thinking questions(i.e. rigor via WICOR strategies), along with actively participating in Data Driven PLCs, teachers will strengthen their pedagogical practices, which will result in ALL students engaging in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers engage in district led professional learning opportunities and district Social Studies PLCs.

Person Responsible Cynthia Mucerino (mucerinocy@pcsb.org)

2. Teachers engage in pre-school and ongoing professional development in and implement strategies surrounding cognitively complex tasks, student-centered instruction, and monitoring for learning/

development of higher order thinking questions (i.e. rigor via WICOR strategies, like Focused Notetaking), to support learning for ALL students equitably.

Person Responsible Cynthia Mucerino (mucerinocy@pcsb.org)

3. Teachers incorporate daily formative assessments to check for understanding, using that data to gauge student progress toward mastery of the standard, utilizing course specific formative assessment/data resources (i.e. Albert.io, IXL, AP Classroom, Marco Learning). Teachers 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 Cynthia Mucerino (mucerinocy@pcsb.org)

4. Teachers intentionally plan lessons, supported by district resources when appropriate (i.e. LEVEL UP lessons for different EOC content areas), to engage students in cognitively complex tasks, providing students opportunity to meet and exceed the rigor of the standards in the classroom.

Person Responsible Cynthia Mucerino (mucerinocy@pcsb.org)

5. Teachers and administration engage in Data Driven PLCs at least 2x per month, analyzing common formative assessment and summative assessment data (also including Cycle Assessment data), to drive instructional practices within the classroom. When applicable, remediation (large/small group) is developed to meet diverse needs of our learners.

Person Responsible Cynthia Mucerino (mucerinocy@pcsb.org)

6. Administrators conduct consistent walkthroughs to provide actionable feedback both via iObservation and in-person collaborative debriefs to embody a growth mindset and constant improvement in pedagogical practices, centered around implementation of strategies tied to our big rocks and personalized professional development within specific content.

Person Responsible Cynthia Mucerino (mucerinocy@pcsb.org)

7. Implement Strategy Walks/Instructional Rounds schedule via Teacher Demonstration Days throughout the school year, with structured debrief sessions, centered around our 2022-23 big rocks. Teachers implement learnings after debriefing sessions with actionable feedback from administrator walkthroughs.

Person Responsible Cynthia Mucerino (mucerinocy@pcsb.org)

#5. Instructional Practice specifically relating to Career & Technical Education**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance is 80%, as evidenced by the 2022 graduating class data. The gap will be addressed by focusing on Data Driven PLCs, Cognitively Complex Tasks, and Student-Centered Instruction and Engagement, and a continued focus on increasing enrollment and supports for students in Advanced Placement, Dual Enrollment, and CTAE courses on and off campus for equitable learning opportunities for ALL students. With this focus, there will be a student increase of 85% or more.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of students enrolled in and achieving in College and Career Coursework (i.e. AP, DE, and CTAE) will increase by 5%, from 80% to 85%, as measured by consistent used of formative assessment throughout the year, AP/DE assessments, successful passing of certification exams, and the acceleration school grade calculation.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored via both enrollment numbers and student resiliency through biweekly team meetings, along with classroom walkthroughs and actionable feedback, and participation in biweekly Data Driven PLCs to determine next steps.

Person

responsible for monitoring outcome:

Daniel Schmitt diel (schmitt diel@pcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

- Strengthen staff pedagogical practice to engage students in complex tasks.
- Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
- Strengthen staff pedagogical practice to utilize formative assessment strategies to monitor student progress toward mastery of the standards.

Rationale for**Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing ongoing professional development opportunities surrounding cognitively complex tasks, student-centered instruction, and development of higher order thinking questions(i.e. rigor via WICOR strategies), along with actively participating in Data Driven PLCs, teachers will strengthen their pedagogical practices, which will result in ALL students engaging in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Utilize feedback to continue to grow system in place that embodies a culture of a College and Career readiness mindset, requiring incoming 9th grade students to follow at least one pathway: Advanced Placement, CTAE, and/or AVID.

Person Responsible Daniel Schmittiel (schmittield@pcsb.org)

2. Progress monitor students' progression toward College and Career Readiness, measured by their success in AP, DE, CTAE, and/or AVID coursework in biweekly leadership meetings.

Person Responsible Daniel Schmittiel (schmittield@pcsb.org)

3. Teachers engage in district led professional learning opportunities, including participating in district AP and CTAE PLCs.

Person Responsible Daniel Schmittiel (schmittield@pcsb.org)

4. Teachers engage in pre-school and ongoing professional development in and implement strategies surrounding cognitively complex tasks, student-centered instruction, and monitoring for learning/development of higher order thinking questions (i.e. rigor via WICOR strategies, like Focused Notetaking), to support learning for ALL students equitably.

Person Responsible Daniel Schmittiel (schmittield@pcsb.org)

5. Teachers incorporate daily formative assessments to check for understanding, using that data to gauge student progress toward mastery of the standard, utilizing course specific formative assessment/data resources (i.e. Albert.io, IXL, AP Classroom, Marco Learning). Teachers 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 Schmittiel (schmittield@pcsb.org)

6. Teachers and administration engage in Data Driven PLCs at least 2x per month, analyzing common formative assessment and summative assessment data (also including Cycle Assessment data), to drive instructional practices within the classroom. When applicable, remediation (large/small group) is developed to meet diverse needs of our learners.

Person Responsible Daniel Schmittiel (schmittield@pcsb.org)

7. Implement a Strategy Walks/Instructional rounds schedule via Teacher Demonstration Days throughout the school year, with structured debrief sessions, centered around our 2022-23 big rocks. Teachers implement learnings after debriefing sessions with actionable feedback from administrator walkthroughs.

Person Responsible Daniel Schmittiel (schmittield@pcsb.org)

8. Continue promotion of the College and Career Center and provide students with specific experiences throughout the school year relevant to their progression to the post-secondary goals.

Person Responsible Daniel Schmittiel (schmittield@pcsb.org)

9. Collaborate with guidance to ensure students are provided effective mentoring surrounding course offerings and challenging themselves in rigorous coursework, best preparing them for their next steps, college and career.

Person

Responsible

Daniel Schmitt diel (schmitt diel@pcsb.org)

#6. Instructional Practice specifically relating to Graduation**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance is 99%, as evidenced in the 2021-2022 school's graduation rate data. The gap will continue to be eliminated via a continued focus surrounding restorative practices school wide. With this focus, there will be an increase in the graduation rate to 100%, providing an equitable educational opportunity for ALL students.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 2022-23 school year graduating cohort data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored via consistent progress checks for our seniors with administration, guidance, our College and Career Center Coordinator, and various school leaders through the Child Study Team to ensure that appropriate MTSS supports are in place to meet the needs of ALL students.

Person responsible for monitoring outcome:

Daniel Schmittiel (schmittiel@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

- 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.
- Implement Restorative Practices throughout the school.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 ongoing professional development opportunities surrounding cognitively complex tasks, student-centered instruction, and development of higher order thinking questions(i.e. rigor via WICOR strategies), along with actively participating in Data Driven PLCs, teachers will strengthen their pedagogical practices, which will result in ALL students engaging in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Evaluate and implement PBIS system for tier 1 supports for ALL students school wide.

Person Responsible Julie Finley (finleyju@pcsb.org)

2. Develop universal reporting system for teachers to report student concerns and identify different interventions they've provided, for the Child Study Team to look at next steps in terms of possible more intensive interventions.

Person Responsible Daniel Schmitt diel (schmitt diel@pcsb.org)

3. Consistent utilization of formative assessments with feedback to track student progress toward completion of various graduation requirements, used to identify high-risk students.

Person Responsible Daniel Schmitt diel (schmitt diel@pcsb.org)

4. Continue professional development opportunities for all stakeholders to increase effective use of Restorative Practices throughout the campus.

Person Responsible Julie Finley (finleyju@pcsb.org)

#7. ESSA Subgroup specifically relating to Black/African-American**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance has a 1% FSA ELA proficiency gap between white and black students, as evidenced by the 2022 FSA ELA assessment. The gap will be addressed by focusing on Data Driven PLCs, Cognitively Complex Tasks, Student-Centered Instruction and Engagement in the classroom, and Restorative Practices. With this focus, the gap will be eliminated to 0%.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of black students displaying proficiency on the FSA ELA assessment will increase to reduce the achievement gap between white and black students from 1% to 0% or better, as measured by consistent formative assessments, district assessments, and the 2022-23 FSA ELA assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in Data Driven PLCs, to ensure that data drives daily instructional practices. We will also analyze cycle assessment data via Data Driven PLCs to address global areas of need to develop ongoing remediation and re-teaching as needed.

Person responsible for monitoring outcome:

Julie Finley (finleyju@pcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

- Strengthen staff pedagogical practice to engage students in complex tasks that are culturally relevant (i.e. AVID Culturally Relevant Teaching strategies).
- Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
- Strengthen staff pedagogical practice to utilize formative assessment strategies to monitor student progress toward mastery of the standards.
- Implement Restorative Practices throughout the school.
- Utilize supports from district office to support the recruitment and retention of black applicants.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 ongoing professional development opportunities surrounding cognitively complex tasks, student-centered instruction, and development of higher order thinking questions(i.e. rigor via WICOR strategies), along with actively participating in Data Driven PLCs, teachers will strengthen their pedagogical practices, which will result in ALL students engaging in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Develop Personalized Learning Plans for all black students that earned either a 1 or 2 on the FSA Reading and/or Math assessments, ensuring intervention strategies are in place, as determined

necessary by our Child Student and MTSS Team. Provide mentoring opportunities for these students with staff members.

Person Responsible Julie Finley (finleyju@pcsb.org)

2. Continue the increased use of community building circles and strategies within the classroom that develop relationships, to prevent problem behaviors in the classroom.

Person Responsible Julie Finley (finleyju@pcsb.org)

3. Teachers engage in pre-school and ongoing professional development in and implement strategies surrounding cognitively complex tasks, student-centered instruction, and monitoring for learning/development of higher order thinking questions (i.e. rigor via WICOR strategies, like Focused Notetaking), to support learning for ALL students equitably.

Person Responsible Julie Finley (finleyju@pcsb.org)

4. Administrators conduct consistent walkthroughs to provide actionable feedback both via iObservation and in-person collaborative debriefs to embody a growth mindset and constant improvement in pedagogical practices, centered around implementation of strategies tied to our big rocks and personalized professional development within specific content.

Person Responsible Julie Finley (finleyju@pcsb.org)

5. Implement a Strategy Walks/Instructional rounds schedule via Teacher Demonstration Days throughout the school year, with structured debrief sessions, centered around our 2022-23 big rocks. Teachers implement learnings after debriefing sessions with actionable feedback from administrator walkthroughs.

Person Responsible Julie Finley (finleyju@pcsb.org)

#8. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance is 49% proficient on the FSA ELA, as evidenced by the 2022 FSA ELA assessment. The gap will be addressed by focusing on Data Driven PLCs, Cognitively Complex Tasks, Student-Centered Instruction and Engagement in the classroom, and Restorative Practices. With this focus, there will be a student increase of 11% or more.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of ESE students displaying proficiency on the FSA ELA assessment will increase from 49% to 54%, as measured by the FSA ELA assessment during the 2022-23 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in Data Driven PLCs, to ensure that data drives daily instructional practices. We will also analyze cycle assessment data via Data Driven PLCs to address global areas of need to develop ongoing remediation and re-teaching as needed.

Person responsible for monitoring outcome:

Cynthia Mucerino (mucerinocy@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

- Strengthen staff pedagogical practice to engage students in complex tasks.
- Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
- Strengthen staff pedagogical practice to utilize formative assessment strategies to monitor student progress toward mastery of the standards.
- Support staff to utilize data to organize students to interact with content in a manner which differentiates/scaffolds instruction to meet the diverse needs of each student.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing ongoing professional development opportunities surrounding cognitively complex tasks, student-centered instruction, and development of higher order thinking questions (i.e. rigor via WICOR strategies), along with actively participating in Data Driven PLCs, teachers will strengthen their pedagogical practices, which will result in ALL students engaging in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers engage in district led professional learning opportunities and district ELA PLCs.

Person Responsible Cynthia Mucerino (mucerinocy@pcsb.org)

2. Teachers engage in pre-school and ongoing professional development in and implement strategies surrounding cognitively complex tasks, student-centered instruction, and monitoring for learning/development of higher order thinking questions (i.e. rigor via WICOR strategies, like Focused Notetaking), to support learning for ALL students equitably.

Person Responsible Cynthia Mucerino (mucerinocy@pcsb.org)

3. Teachers incorporate daily formative assessments to check for understanding, using that data to gauge student progress toward mastery of the standard, utilizing course specific formative assessment/data resources (i.e. Albert.io, IXL, AP Classroom, Marco Learning). Teachers 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 Cynthia Mucerino (mucerinocy@pcsb.org)

4. General Education Teachers and ESE Teachers will intentionally co-plan lessons that deliver and monitor Specially Designed Instruction for students with disabilities supported by district resources for different EOC content areas, to engage students in cognitively complex tasks, providing students opportunity to meet and exceed the rigor of the standards in the classroom.

Person Responsible Cynthia Mucerino (mucerinocy@pcsb.org)

5. Teachers and administration engage in Data Driven PLCs at least 2x per month, analyzing common formative assessment and summative assessment data (also including Cycle Assessment data), to drive instructional practices within the classroom. When applicable, remediation (large/small group) is developed to meet diverse needs of our learners.

Person Responsible Cynthia Mucerino (mucerinocy@pcsb.org)

6. Administrators conduct consistent walkthroughs to provide actionable feedback both via iObservation and in-person collaborative debriefs to embody a growth mindset and constant improvement in pedagogical practices, centered around implementation of strategies tied to our big rocks and personalized professional development within specific content.

Person Responsible Cynthia Mucerino (mucerinocy@pcsb.org)

7. Implement Strategy Walks/Instructional Rounds schedule via Teacher Demonstration Days throughout the school year, with structured debrief sessions, centered around our 2022-23 big rocks. Teachers implement learnings after debriefing sessions with actionable feedback from administrator walkthroughs.

Person Responsible Cynthia Mucerino (mucerinocy@pcsb.org)

#9. ESSA Subgroup specifically relating to English Language Learners**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance is 43% proficient on the FSA ELA, as evidenced by the 2022 FSA ELA assessment. The gap will be addressed by focusing on Data Driven PLCs, Cognitively Complex Tasks, Student-Centered Instruction and Engagement in the classroom, and Restorative Practices. With this focus, there will be a student increase of 5% or more.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of ELL students displaying proficiency on the FSA ELA assessment will increase from 43% to 60%, as measured by the FSA ELA assessment during the 2022-23 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored throughout the school year with classroom walkthroughs and actionable feedback, along with active participation in Data Driven PLCs, to ensure that data drives daily instructional practices. We will also analyze cycle assessment data via Data Driven PLCs to address global areas of need to develop ongoing remediation and re-teaching as needed.

Person responsible for monitoring outcome:

Julie Finley (finleyju@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

- Strengthen staff pedagogical practice to engage students in complex tasks.
- Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
- Strengthen staff pedagogical practice to utilize formative assessment strategies to monitor student progress toward mastery of the standards.
- Support staff to utilize data to organize students to interact with content in a manner which differentiates/scaffolds instruction to meet the diverse needs of each student.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing ongoing professional development opportunities surrounding cognitively complex tasks, student-centered instruction, and development of higher order thinking questions(i.e. rigor via WICOR strategies), along with actively participating in Data Driven PLCs, teachers will strengthen their pedagogical practices, which will result in ALL students engaging in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers engage in district led professional learning opportunities and district ELA PLCs.

Person Responsible Julie Finley (finleyju@pcsb.org)

2. Teachers engage in pre-school and ongoing professional development in and implement strategies surrounding cognitively complex tasks, student-centered instruction, and monitoring for learning/development of higher order thinking questions (i.e. rigor via WICOR strategies, like Focused Notetaking), to support learning for ALL students equitably.

Person Responsible Julie Finley (finleyju@pcsb.org)

3. Teachers incorporate daily formative assessments to check for understanding, using that data to gauge student progress toward mastery of the standard, utilizing course specific formative assessment/data resources (i.e. Albert.io, IXL, AP Classroom, Marco Learning). Teachers 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, supported by district resources when appropriate (i.e. LEVEL UP lessons for different EOC content areas), to engage students in cognitively complex tasks, providing students opportunity to meet and exceed the rigor of the standards in the classroom.

Person Responsible Julie Finley (finleyju@pcsb.org)

5. Teachers and administration engage in Data Driven PLCs at least 2x per month, analyzing common formative assessment and summative assessment data (also including Cycle Assessment data), to drive instructional practices within the classroom. When applicable, remediation (large/small group) is developed to meet diverse needs of our learners.

Person Responsible Julie Finley (finleyju@pcsb.org)

6. Administrators conduct consistent walkthroughs to provide actionable feedback both via iObservation and in-person collaborative debriefs to embody a growth mindset and constant improvement in pedagogical practices, centered around implementation of strategies tied to our big rocks and personalized professional development within specific content.

Person Responsible Julie Finley (finleyju@pcsb.org)

7. Implement Strategy Walks/Instructional Rounds schedule via Teacher Demonstration Days throughout the school year, with structured debrief sessions, centered around our 2022-23 big rocks. Teachers implement learnings after debriefing sessions with actionable feedback from administrator walkthroughs.

Person Responsible Julie Finley (finleyju@pcsb.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

During the 2022-23 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. This will be a continuous process throughout the school year, highlighting the expertise of each of our families and community members involved in the College and Career Center.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Julie Finley (Assistant principal) and Cody Montgomery (Behavior Specialist) will spearhead the implementation of our modified PBIS system, in conjunction with collaboration with administration and teacher leaders on campus, to focus on positive culture in our school during the 2022-23 school year.