

School District of Osceola County, FL

# Professional & Technical High School



## 2022-23 Schoolwide Improvement Plan

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# Professional & Technical High School

501 SIMPSON RD, Kissimmee, FL 34744

www.osceolaschools.net

## Demographics

Principal: Kelly Roman

Start Date for this Principal: 6/14/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	Career and Technical Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	86%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (81%) 2018-19: A (76%) 2017-18: A (80%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Professional & Technical High School

501 SIMPSON RD, Kissimmee, FL 34744

www.osceolaschools.net

### 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	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Career and Technical Education	No	83%

### School Grades History

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

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### SIP Authority

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission of Professional & Technical High School is to ensure that, "every student, future ready."

**Provide the school's vision statement.**

Professional & Technical High School is an institution designed to train students for entry level employment, to improve current job skills for our employed students, and to provide quality academic education. The primary goal of Professional & Technical High School is to equip our students with the best possible training in the Osceola County area to ensure that all students are future ready.

### 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
Roman, Kelly	Principal	Mrs. Kelly Roman, Principal: Provides instructional leadership and support to the English/Reading, Social Studies, and Foreign Language Departments; develops, submits and implements the school budget and funds; builds and strengthens community relationships; provides regular updates and communication regarding school performance to all stakeholders; works collaboratively with the School Advisory Council, and plans and executes weekly administrative leadership team meetings.
McCall, Juanita	Assistant Principal	Dr. Juanita McCall, Assistant Principal of Instruction: Provides instructional leadership and support to the Math, Science and CTE Departments and oversees the Guidance Department; creates the master schedule, oversees acceleration; coordinates the dual enrollment program, supervises the schoolwide MTSS process; organizes report cards/progress reports; conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensure that high-probability strategies are embedded in instruction and analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction.
Arias, Rebeca	Instructional Coach	Mrs. Arias, Literacy Coach: Provides instructional coaching to the ELA Department. She also serves as the MTSS Coach, PLC facilitator and new teacher mentor.
Boudreaux, Quinta	Instructional Coach	Mrs. Quinta Boudreaux, Math/Science Coach: Provides instructional coaching to the Math and Science Departments. She also serves as the PBIS point of contact.
Chase, Ryan	Other	Dr. Ryan Chase, Testing Coordinator: Organizes all schoolwide assessments and serves as the District platform coordinator and Advanced Placement coordinator.
Kuers, Karen	Dean	Ms. Karen Kuers, Dean: Supervises schoolwide discipline and implements the Student Code of Conduct accordingly. She also serves as the Senior class sponsor and Graduation Coordinator.
Crotty, Morgana	School Counselor	Mrs. Molly Crotty, Lead School Counselor: Provides academic guidance through scheduling/tracking. She also provides social emotional guidance and serves as the coordinator or SEL, Families In Transition (FIT) and 504 designee.

## Demographic Information

### Principal start date

Monday 6/14/2021, Kelly Roman

**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.*

1

**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.*

3

**Total number of teacher positions allocated to the school**

25

**Total number of students enrolled at the school**

550

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

2

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

7

### 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	157	148	118	129	552	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	0	2	0	0	0	2	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	6	5	1	0	12	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	11	4	5	2	22	
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

Monday 8/15/2022

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	118	136	113	119	486
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	87	101	77	80	345
One or more suspensions	0	0	0	0	0	0	0	0	0	4	2	3	5	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	3	1	1	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	6	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	7	5	6	6	24

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	118	136	113	119	486
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	87	101	77	80	345
One or more suspensions	0	0	0	0	0	0	0	0	0	4	2	3	5	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	1	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	3	1	1	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	6	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	7	5	6	6	24

#### 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	85%	45%	51%				81%	57%	56%
ELA Learning Gains	74%						63%	48%	51%
ELA Lowest 25th Percentile	70%						57%	43%	42%
Math Achievement	70%	37%	38%				72%	46%	51%
Math Learning Gains	65%						57%	41%	48%
Math Lowest 25th Percentile	60%						63%	46%	45%
Science Achievement	87%	32%	40%				82%	69%	68%
Social Studies Achievement	97%	39%	48%				95%	70%	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					
2019	96%	62%	34%	67%	29%
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	95%	62%	33%	70%	25%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	49%	5%	61%	-7%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	44%	28%	57%	15%

## 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
ELL	76	81	82	70	67	62	89	100		100	100
BLK	90	74	64	91	71		91	92		91	100
HSP	83	74	76	63	64	63	86	97		100	100
WHT	88	79		77	62		93	100		100	100
FRL	83	74	67	68	66	61	88	93		98	100
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
ELL	63	68	67	61	57	46	83	94		100	91
BLK	81	79		78	71		100				
HSP	74	70	70	58	53	53	85	96		100	93
WHT	84	78	77	75	40		100	100		100	89
FRL	77	75	75	64	51	43	95	98		100	88
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
ELL	66	48	29	74	66		91	100			
BLK	76	53		63	38		80	85		100	100
HSP	81	63	57	70	62	69	79	96		100	89
WHT	90	77		85	44		95	100		100	90
FRL	84	65	60	73	56	67	86	90		100	91

## 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	81
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	
Total Points Earned for the Federal Index	807
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	83
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	85
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	81
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	87
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	80
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?

The trend that emerged across grade levels, subgroups, and core content areas is the achievement and improvement in the performance of students in the lowest 25%. These students made growth in all tested areas.

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

The data component that demonstrated the greatest need for improvement is Science and Geometry achievement, which both decreased when compared to the prior year.

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

The contributing factors to this need for improvement include the addition of a teacher teaching Geometry for the first time and students who were enrolled in Intensive Reading didn't meet proficiency on the Science EOC.

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

The data component that demonstrated the most improvement is Math learning gains, which increased by 11%.

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

The contributing factors to this improvement include the structure of PLCs, instructional actions and planning. During the PLC times the focus of the collaborative time was making data driven decisions for the lowest identified standards. Additionally, the Math Coach worked with targeted students to provide both push-in and pull-out support.

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

The strategies that will need to be implemented in order to accelerate learning are incorporating the following instructional best practices: AVID strategies, such as WICOR, differentiation, instructional and collaborative structures. Additionally, in-school remediation opportunities will need to be implemented to provide support for identified targeted students and MTSS subgroups.

**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.**

Based on the contributing factors and strategies identified to accelerate learning, the professional development opportunities that will be provided at school to support teachers are on-going: AVID instructional workshops, additional PLC planning hour, District weekly technology support (Green Shirt) and technology use for supplemental usage and programs for data analysis.

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

The additional services that will be implemented to ensure sustainability of improvement include SAI/ tutoring for lowest 25% and in-school enrichment opportunities.

### **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 ELA****Area of Focus  
Description and  
Rationale:**

Area of Focus: Strengthen teachers' instructional practices in an effort to improve student's ELA performance.

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

In order to succeed academically and transition throughout their K12 years, students must be proficient in ELA, as reading comprehension and writing are the foundation of learning and instruction. This Area of Focus was identified to align with the District's strategic plan goals.

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

Intended Outcomes:

-9th grade ELA Achievement: 85%

-10th grade ELA Achievement: 92%

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

School administration and the Literacy Coach will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions. School administration will conduct walkthroughs using the NEST framework and conduct formal and informal observations using the Marzano framework. Following observations, school administration will calibrate and discuss details to provide targeted feedback to teachers and assist with building teacher instructional capacity.

**Person responsible  
for monitoring  
outcome:**

Kelly Roman (kelly.roman@osceolaschools.net)

**Evidence-based  
Strategy:  
Describe the  
evidence-based  
strategy being  
implemented for  
this Area of Focus.**

Studies show that analysis of student assessment data serves a critical role in teachers' decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Research also indicates that MTSS and appropriate differentiation within instructional practices has a great effect on student achievement.

**Rationale for  
Evidence-based  
Strategy:****Explain the  
rationale for  
selecting this  
specific strategy.  
Describe the  
resources/criteria  
used for selecting  
this strategy.**

Research exemplifies a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effectively double the speed of learning (William, 2007 & Marzano, 2003).

**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. All Level 1 students are scheduled into Intensive Reading first semester, and English 1,2, 3, 4 second semester.
2. Level 3 9th graders all have Creative Writing first semester, and English 1 second semester.
3. Level, 3, 4, and 5 10th graders all have American Literature first semester, and English 2 second semester.
4. Students are using Beable to support their reading skills.
5. The Literacy Coach will provide on-going support, resources and professional development on standards based instruction, rigor and differentiation for the ELA department.
6. ELA data is shared with all content teachers. All content teachers are incorporating literacy strategies into their daily lessons.
7. Promotion of AVID/WICOR best practices and strategies in all classrooms.
8. School administration and Literacy Coach will lead quarterly data chats with teachers.

**Person Responsible** Kelly Roman (kelly.roman@osceolaschools.net)

9. Students are identified through the MTSS process by teachers for intervention time, assigned during lunch time, twice a week. Individualized support is provided and data is used for progress monitoring.
10. ELL paraprofessional support will be subject specific, which will provide the opportunity for more structured enrichment.
11. Teachers will participate in focused professional development to strengthen content knowledge and instructional practice.
12. Data will be analyzed and discussed at monthly Stocktake meetings.

**Person Responsible** Kelly Roman (kelly.roman@osceolaschools.net)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Area of Focus: Strengthen teachers' instructional practices in an effort to improve student's Math performance.</p> <p>The structure of our school provides students with the opportunity to participate in a dual enrollment technical program. A vast majority of the technical certification programs require our students to have a strong conceptual understanding of the basic math skills and processes. This Area of Focus was identified to align with the District's strategic plan goals.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>Intended Outcomes:</p> <ul style="list-style-type: none"> <li>-Algebra 1 Achievement: 80%</li> <li>-Geometry Achievement: 75%</li> </ul>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<p>School administration, Math Coach and leadership team members will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions. School administration will conduct walkthroughs using the NEST framework and conduct formal and informal observations using the Marzano framework. Following observation school administration will calibrate and discuss details to provide targeted feedback to teachers and assist with building teacher instructional capacity.</p>
<b>Person responsible for monitoring outcome:</b>	<p>Juanita McCall (juanita.mccall@osceolaschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented for this Area of Focus.</b>	<p>Studies show that analysis of student assessment data serves a critical role in teachers decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction, produces significant learning gains for all students, including those with disabilities. Research also indicates that MTSS and appropriate differentiation within instructional practices has a great effect on student achievement.</p>
<b>Rationale for Evidence-based Strategy:</b> <b>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</b>	<p>Research exemplifies a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effectively double the speed of learning (William, 2007 &amp; Marzano, 2003).</p>

**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. All Math students will participate in Khan Academy for SAT based courses for 30 minutes per week or Math Nation for EOC courses.
2. The ESE support facilitator will support identified students in intensive math classes through support facilitation and individualized instruction.
3. Algebra 1 and Geometry will participate in district formative assessments and data will be utilized for progress monitoring.
4. Algebra 2, MCR and Pre-Calculus teachers utilize formative assessments to monitor and improve instruction.
5. Schedules for identified LY students reflect their area of needed support.
6. The Math Coach provides on-going support, resources and professional development for the ELA department.
7. The promotion of AVID/WICOR best practices and strategies are present in all classrooms.

**Person****Responsible**

Juanita McCall (juanita.mccall@osceolaschools.net)

8. Students are being identified through the MTSS process by teachers for the intervention time, assigned during lunch time, twice a week. Individualized support is provided and data is used for progress monitoring.
9. Teachers will participate in focused professional development to strengthen content knowledge and instructional practice.
10. Data will be analyzed and discussed at monthly Stocktake meetings.

**Person****Responsible**

Juanita McCall (juanita.mccall@osceolaschools.net)

**#3. Instructional Practice specifically relating to Science**

<b>Area of Focus Description and Rationale:</b>	Area of Focus: Strengthen teachers' instructional practices in an effort to improve student's Science performance.
<b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	In the ever-changing world of education and the workforce, there has been a push for more STEM related jobs and industries. The vision of our school is to equip every student to be future ready. Thus, requiring students a strong conceptual understanding of the basic scientific skills and processes to thrive in compete in today's society. This Area of Focus was identified to align with the District's strategic plan goals.
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	Intended Outcome: -Biology Achievement: 90%
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	School administration, Science Coach and leadership team members will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions. School administration will conduct walkthroughs using the NEST framework and conduct formal and informal observations using the Marzano framework. Following observations, school administration will calibrate and discuss details to provide targeted feedback to teachers and assist with building teacher instructional capacity.
<b>Person responsible for monitoring outcome:</b>	Juanita McCall (juanita.mccall@osceolaschools.net)
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented for this Area of Focus.</b>	Studies show that analysis of student assessment data serves a critical role in teachers decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of formative and summative assessments to adjust instruction, produces significant learning gains for all students, including those with disabilities. Research also indicates that MTSS and appropriate differentiation within instructional practices has a great effect on student achievement.
<b>Rationale for Evidence-based Strategy:</b> <b>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</b>	Research exemplifies a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented can effectively double the speed of learning (William, 2007 & Marzano, 2003).

**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. Collaboration opportunities between with the ELA and Science departments provides support for low level readers in Environmental Science.
2. On-going support, resources, and professional development will be provided for the Science department.
3. The promotion of AVID/WICOR best practices and strategies are present in all classrooms.
3. Students are being identified through the MTSS process by teachers for intervention time, assigned during lunch time, twice a week. Individualized support is provided and data is used for progress monitoring.
4. Teachers will participate in focused professional development to strengthen content knowledge and instructional practice.
5. Administration is meeting with the Science department at the end of each administration of district formative assessments to analyze data and then provide data chats with individual teachers about specific students and data.
6. Collaboration with the Science teachers, ELL paraprofessionals and school ELL Resource Specialist to monitor and support ELL students.

**Person Responsible** Juanita McCall (juanita.mccall@osceolaschools.net)

7. VE teacher tracking progress of ESE students on specific standards and support needed.
8. The Science PLC will meet every Wednesday as well as two additional times per month.
9. Data will be analyzed and discussed at monthly Stocktake meetings.

**Person Responsible** Juanita McCall (juanita.mccall@osceolaschools.net)

**#4. Instructional Practice specifically relating to Professional Learning Communities****Area of Focus Description and Rationale:**

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

Area of Focus: Strengthen teachers' ability to collaboratively meet in an effective manner to improve teachers' instructional capacity and student achievement.

If teachers participate in authentic PLCs in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement. Then student achievement will increase.

**Measurable Outcome:**

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

Intended Outcome:

-100% of all Collaborative Learning Teams (PLCs) will operate at Stage 5.  
-100% of all Collaborative Learning Teams (PLCs) will improve by at least 1 level.

**Monitoring:**

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

1. Administration, leadership team, and PLC Leads will monitor the collaborative teams to ensure that time is being used effectively and to evaluate the level of each PLC Team weekly.
2. PLC Seven Stages rubric will be used to measure Pre/Mid/End of school year progress of the PLC teams. These surveys will be analyzed, and feedback will be given to the PLC teams individually and collectively.
3. School Stocktake Model will take place every month and the PLC administrator and PLC facilitator will report progress to the Principal on the Area of Focus.

**Person responsible for monitoring outcome:**

Kelly Roman (kelly.roman@osceolaschools.net)

**Evidence-based Strategy:**

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

PLC is defined as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve (DuFour, 2006).

**Rationale for Evidence-based Strategy:**

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

Set clear objectives that are focused on student learning. The PLC model is grounded in the assumption that building teachers' competencies will lead to improved academic, behavioral, or social outcomes for students. Consequently, student learning is both the foundation and evidence of an effective PLC.

**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. PLC teams will develop and implement formulated meeting Collective Commitments (NORMs) that are agreed upon and adhered to by all team members during all meetings.
2. PLC teams will meet four times a month during early release and this dedicated PLC time will be spent focused on working together as a team for student success purposes.
3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes through the PLC facilitator and PLC administrator.
4. Current data will be used by each PLC team for the purpose of assessing, analyzing, reflecting, and revising plans (if applicable) on the course progression of individual students' needs.

5. Mentoring will be conducted by the PLC administrator and PLC facilitator for teams who are struggling, and additional support will be given so they become an effective collaborative team focused on the work.

**Person Responsible** Rebeca Arias (rebeca.arias@osceolaschools.net)

6. Each grade level or content area team will have an embedded leadership team member to monitor and assist in the process.

7. Teachers will plan together within their PLCs to incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

**Person Responsible** Rebeca Arias (rebeca.arias@osceolaschools.net)

**#5. Positive Culture and Environment specifically relating to Culture and Environment**

<b>Area of Focus</b> <b>Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	<p>Area of Focus: Strengthen students' sense of belonging by fostering more positive student-teacher and peer-peer relationships schoolwide.</p> <p>Well-implemented programs designed to foster positive outcomes have been found to generate, better test scores and higher graduation rates, and improved social behavior. These competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop a positive culture they need to succeed in life.</p>
<b>Measurable Outcome:</b> <b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>	<p>2021-2022 Panorama Survey showed a 41% of students answered favorably about school belonging. The intended outcome is that for the 2022-2023 school year, this question will increase to 45%.</p>
<b>Monitoring:</b> <b>Describe how this Area of Focus will be monitored for the desired outcome.</b>	<ol style="list-style-type: none"> <li>1. All surveys will be analyzed to identify schools' interventions that will support a positive culture within the school.</li> <li>2. The leadership team will conduct a monthly review of PBIS during the Stocktake, behavior and attendance data for subgroups will also be reviewed, and interventions will be developed as required.</li> </ol>
<b>Person responsible for monitoring outcome:</b>	<p>Juanita McCall (juanita.mccall@osceolaschools.net)</p>
<b>Evidence-based Strategy:</b> <b>Describe the evidence-based strategy being implemented for this Area of Focus.</b>	<p>Students are diverse in their learning styles and needs. It is essential to assess individuals and be focused and flexible to allow for meeting these different needs.</p>
<b>Rationale for Evidence-based Strategy:</b> <b>Explain the rationale for selecting this specific</b>	<p>A positive culture and environment are not based on prescribed curricula; instead, it is an approach that reflects a set of teaching strategies and practices that are student-centered. Staff must use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).</p>



**strategy.  
Describe the  
resources/  
criteria used for  
selecting this  
strategy.**

### **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 and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual assets and, passions.
2. Teacher will plan to build an environment of belonging.
3. Teachers will increase student input and voice through collaboration during their PLC planning time.
4. Teachers will encourage and facilitate students' shared decision-making through consensus/action planning.
5. Teachers will use active learning strategies like hands-on, experiential, and project-based activities
6. Teachers will integrate behavior strategies into their curriculum, such as self-management, self-confidence, self efficacy, and social awareness where applicable.
7. Teachers will facilitate peer learning and teaching - collaborative learning.

**Person Responsible** Morgana Crotty (morgana.crotty@osceolaschools.net)

8. School will develop structures, relationships, and learning opportunities that support a positive culture for students and staff development.
9. PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team and reported out at monthly Stocktake.
10. PBIS training will be conducted by the district and the school PBIS leadership team for all staff throughout the year.
11. The College & Career Counselor will create and promote various events such as field trip, in-school career guest speakers, etc. to promote a college going culture schoolwide. Field trips and college related activities will be created based on students interest surveys.

**Person Responsible** Morgana Crotty (morgana.crotty@osceolaschools.net)

## **RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

N/A

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

N/A

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

N/A

## 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.

The school engages families, students and all faculty in a shared understanding of academic and behavioral expectations and high-quality instruction, and hold staff responsible for implementing any changes. It frequently communicates high expectations for all students ("every student, future ready"). Leaders demonstrate how these beliefs manifest in the school building. For example: Collaborative planning is solutions-oriented and based in disaggregated data, student work is displayed throughout school, and all students are enrolled in college- and career-ready prep curriculum.

Our school motto is Patriots Have P.R.I.D.E. (Professionalism, Responsibility, Integrity, Determination, and Excellence). These behavior expectations are visible throughout our school. The school has an active PBIS Committee and PBIS Coach. The team meets weekly and has created a weekly calendar of events for the students. The PBIS Committee has developed a reward system in which students are provided "Patriot Bucks" to attend school-wide events. A clear code of conduct for students and adults with input from students, families, and school personnel has been created. Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data plus, discipline referrals or incident reports, in-and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and what needs to be done, such as, establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. PATHS will implement evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training and feedback to teachers on implementing these approaches.

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

The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and actively makes themselves available to teachers and staff. The leadership team actively solicits staff feedback on school-wide procedures and creates opportunities for teachers to assume leadership roles. They also structure the master schedule to include collaborative planning and ensure it is rooted in data on student progress and interests. The school provides orientation for new teachers and ongoing support from a mentor teacher.

Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schoolwide curriculum and the structure of lesson plans focus on the diverse interests and experiences of students. The school has established an infrastructure to support family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students, and follow up with what's being done as a result. We also ensure that logistics of

parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for the school to intentionally engage with families of historically underserved students (e.g., by providing opportunities for small-group conversations with school leaders). Finally, the school provides all teachers with training on social and emotional skills, culturally competent, and management.