

School District of Osceola County, FL

St. Cloud High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

St. Cloud High School

2000 BULLDOG LANE, St Cloud, FL 34769

www.osceolaschools.net

Demographics

Principal: Nate Fancher

Start Date for this Principal: 6/9/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
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: B (56%) 2018-19: B (58%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

St. Cloud High School

2000 BULLDOG LANE, St Cloud, FL 34769

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 PK, 9-12	Yes	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

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

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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.

St. Cloud High School is a positive, nurturing and safe environment where everyone participates in building pathways to success through rigor, hard work, responsibility and accountability.

Failure is not an option.

Provide the school's vision statement.

Saint Cloud High School will outperform all other schools in the state of Florida.

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
Fancher, Nate	Principal	Instructional Leader of the school and making all final school-based decisions relative to both students and teachers.
Wrona, Jennifer	Assistant Principal	Assistant Principal of Instruction, managing testing and assessments, clerical and community outreach, stocktakes, professional development, new teacher development, and ELL.
Muller, Shane	Assistant Principal	Assistant Principal, managing Exceptional Student Education, 504, Gifted, Supplemental Academic Instruction, school facilities, discipline, MTSS, PBIS, Threat Assessment team, and all social media.
Dombo, Robert	Assistant Principal	Assistant Principal of College and Career, counseling team, managing all CTE courses and certification courses, master schedule, AVID, AP, attendance, and PLCs.
Holmes, Stephanie	Instructional Coach	Literacy Coach-Instructional support for all ELA and Reading teachers, managing Khan and Achieve 3000 and NWEA. Offers schoolwide quarterly PD specific to needs of teachers by content, and assist new and struggling teachers with pedagogy. Member of MTSS team to assist in assessing student data and providing interventions
Bruns, Diane	Math Coach	Math/Science Coach-Instructional support for all Math and Science teachers, managing Algebra Nation and School City. Offers school-wide quarterly PD specific to needs of teachers by content, and assist new and struggling teachers with pedagogy. Member of MTSS team to assist in assessing student data and providing interventions.
Godfrey, Stephanie	Other	Resource Compliance Specialist- manages all ESE students to ensure proper accommodations are implemented, and IEPs and EPs are in compliance. Member of MTSS team to assist in assessing student data and providing interventions.
Domres, Jamie	Teacher, K-12	AVID Coordinator in charge of AVIS school-wide, professional development for instructional strategies, AVID Site team, member of the Stocktake team

Demographic Information

Principal start date

Thursday 6/9/2011, Nate Fancher

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.*

26

Total number of teacher positions allocated to the school

109

Total number of students enrolled at the school

2,230

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

19

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

21

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	538	570	540	555	2203
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	77	85	75	237
One or more suspensions	0	0	0	0	0	0	0	0	0	21	41	34	12	108
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	99	67	18	185
Course failure in Math	0	0	0	0	0	0	0	0	0	6	65	32	42	145
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	94	130	99	62	385
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	87	156	40	9	292
Number of students with a substantial reading deficiency	0	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	14	97	78	46	235

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	2	0	4	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	8	8	6	6	28

Date this data was collected or last updated

Thursday 7/28/2022

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	525	522	561	494	2102
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	324	407	320	402	1453
One or more suspensions	0	0	0	0	0	0	0	0	0	24	46	17	11	98
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	26	21	15	62
Course failure in Math	0	0	0	0	0	0	0	0	0	1	34	15	18	68
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	37	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	7	25	2	34
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	31	86	63	70	250

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	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	8	3	5	20

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	525	522	561	494	2102
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	324	407	320	402	1453
One or more suspensions	0	0	0	0	0	0	0	0	0	24	46	17	11	98
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	26	21	15	62
Course failure in Math	0	0	0	0	0	0	0	0	0	1	34	15	18	68
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	37	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	7	25	2	34
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	31	86	63	70	250

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	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	8	3	5	20

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	51%	45%	51%				50%	57%	56%
ELA Learning Gains	51%						46%	48%	51%
ELA Lowest 25th Percentile	43%						39%	43%	42%
Math Achievement	39%	37%	38%				50%	46%	51%
Math Learning Gains	41%						50%	41%	48%
Math Lowest 25th Percentile	42%						44%	46%	45%
Science Achievement	65%	32%	40%				74%	69%	68%
Social Studies Achievement	75%	39%	48%				79%	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	73%	62%	11%	67%	6%

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	77%	62%	15%	70%	7%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	49%	3%	61%	-9%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	44%	2%	57%	-11%

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	19	41	36	20	34	38	30	45		97	17
ELL	26	48	51	28	40	48	44	51		98	68
ASN	47	60								100	69
BLK	40	50	38	23	32	29	41	66		100	50
HSP	43	47	42	34	39	40	60	69		98	57
MUL	64	68		56	62		77	85		100	62
WHT	62	56	42	50	45	49	77	87		95	63
FRL	43	50	45	32	40	42	59	66		98	55
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	19	29	23	15	29	37	33	30		94	23
ELL	23	49	52	21	34	29	29	38		96	60
ASN	67	59		50							
BLK	36	38	31	24	19	31	48	70		100	48
HSP	44	47	42	28	32	33	52	63		99	58
MUL	62	52		21	23					94	73
WHT	60	50	36	40	29	39	66	72		95	65
FRL	41	44	38	27	28	35	52	63		97	56
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	16	28	26	23	44	40	51	49		82	26
ELL	32	44	39	35	44	40	69	62		92	47
ASN	78	80		67			73	82		100	55
BLK	51	45	29	55	48		79	96		90	36
HSP	47	45	42	47	48	42	72	73		95	45
MUL	56	35		57	67		91	70		93	64
WHT	52	47	37	54	52	48	75	84		95	52
FRL	42	44	39	44	49	45	69	70		93	48

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)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	616
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
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	69
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	47
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	53
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	72
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	63
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	52
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?

ELL and SWD are below all students in all categories and all grade levels.

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

While it is the most improved year over year, the greatest need for improvement is in Mathematics across all grade levels, especially SWD and ELL 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 lack of small group, collaborative work, and lack of frequent formative assessments. PLCs engage students in rigorous tier 1 instruction and frequent formative assessments. Respond to data using flexible grouping in tier 2 in the classroom and tier 3 in targeted remediation during Flextime grouping

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

Math achievement (+7), learning gains (+11) and lowest quartile (+9) showed the most improvement, as well as science (+8) and social studies (+8).

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

Math PLCs used formative data and PM data to create flexible grouping in tier 2 and tier 3 settings both in the classroom and MTSS tier 3 groups during PAWS. FNSI training with math teachers provided PD

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

Small group instruction will be used to accelerate learning. Teachers will use classroom assessment data and common assessment data to identify students for small group instruction during the class period and during FLEX. Intensive Reading and Math teachers will use a rotation model to incorporate small differentiated groups 3-4 times per week.

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.

Content-specific PD will be delivered to state assessed areas offered by academic coaches and AVID team to assist in teachers learning collaborative structures to help students process content and allow teachers to monitor progress.

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

Our schools leadership will empower leaders on campus to participate in the Stocktake process, regularly reviewing school SIP goals and adapting to our schools current needs.

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 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.

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.

By the end of the school year, all PLC groups will be working at a Stage 5 or higher in the Seven Stages of a PLC. All state tested subject area PLCs will increase student achievement by 6%.

Monitoring:

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

The leadership team will collect regular PLC walkthrough snapshot data to analyze at monthly stocktake meetings. PLC stages will be monitored by PLC self-assessment surveys throughout the year. Progress monitoring assessments will be analyzed monthly at stocktake meetings.

Person responsible for monitoring outcome:

Stephanie Holmes (stephanie.holmes@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.

All PLCs will meet to collaborate after school on designated early-release Wednesdays to identify essential standards, create common assessments, review student data, and plan to adapt instruction based on student need.

Person Responsible

Stephanie Holmes (stephanie.holmes@osceolaschools.net)

State assessed subject area teachers will have common planning time built into the master schedule and will meet an additional two times per month during common planning.

Person Responsible

Stephanie Holmes (stephanie.holmes@osceolaschools.net)

The PLC Guiding Coalition, to include all PLC Leads, the PLC Facilitator, and at least one administrator, will meet one time per month after school to share best practices, conduct problems of practice, and analyze instructional trend data.

Person Responsible

Stephanie Holmes (stephanie.holmes@osceolaschools.net)

The instructional leadership team will conduct PLC walkthroughs each week to collect snapshot data on the Seven Stages of a PLC.

Person Responsible Stephanie Holmes (stephanie.holmes@osceolaschools.net)

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.

Person Responsible Stephanie Holmes (stephanie.holmes@osceolaschools.net)

At least one member of each PLC will attend AVID Site Team meetings. 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 Jamie Domres (jamie.domres@osceolaschools.net)

PLC teams will document disaggregated common assessment data and intentional adaptations to instruction , especially for SWD and ELL students, on the weekly lesson plan.

Person Responsible Robert Dombo (robert.dombo@osceolaschools.net)

PLC coaching will be conducted by the PLC administrator, PLC facilitator, instructional coaches, AVID Coordinator, and LEARN mentors for teams who are struggling, and additional support will be given so they become an effective collaborative team focused on the work.

Person Responsible Stephanie Holmes (stephanie.holmes@osceolaschools.net)

#2. Positive Culture and Environment specifically relating to Learning and Achievement

Area of Focus
Description and Rationale: 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.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 2021-2022 Panorama Survey showed 29% of students answered favorably about school belonging. In 2022- 2023 this question will be increased by 10%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.
 1. All surveys will be analyzed to identify schools’ interventions that will support a positive culture within the school.
 2. The leadership team will review monthly during stock-takes, PBIS, behavior and attendance data for subgroups, and develop inventions as required.

Person responsible for monitoring outcome:
 Alyssa Neglia (alyssa.neglia@osceolaschools.net)

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
 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).

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.

Teachers and staff will plan activities that are engaging and relevant to students: identifying and building on students' individual assets and passions, build an environment of belonging, increase student input and voice through collaboration during their PLC planning time, use active learning strategies like hands-on, experiential, and project-based activities, and integrate behavior strategies into their curriculum, such as self-management, self-confidence, self efficacy, and social awareness where applicable.

Person Responsible Alyssa Neglia (alyssa.neglia@osceolaschools.net)

School will develop structures, relationships, and learning opportunities that support a positive culture for students and staff development.

Person Responsible Alyssa Neglia (alyssa.neglia@osceolaschools.net)

PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team and reported out at monthly stock-takes.

Person Responsible Alyssa Neglia (alyssa.neglia@osceolaschools.net)

PBIS training will be conducted by the district and the school PBIS leadership team for all staff throughout the year.

Person Responsible Alyssa Neglia (alyssa.neglia@osceolaschools.net)

A Student Voice group will be formed comprised of a variety of students to gain input as to their perspective on our school climate. We will listen to their recommendations to make this school a better place to learn.

Person Responsible Alyssa Neglia (alyssa.neglia@osceolaschools.net)

#3. 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.

Given the 21-22 school data finding that our ELA overall achievement was 51% of students scoring a level 3 or higher on their FSA, equivalent to the year prior, strong instructional practices must be planned for and incorporated daily to ensure high levels of achievement for all students in literacy.

Measurable Outcome:

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

Our goal for the 2021-2022 school year is to increase achievement in ELA by 6%, increase gains by 6%, and increase gains for our lowest quartile by 6%.

Monitoring:

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

Progress monitoring assessment data (FSAT, Achieve3000, district benchmark testing, and PLC common assessments) will be collected and reported out at monthly Stocktake meetings.

Person responsible for monitoring outcome:

Stephanie Holmes (stephanie.holmes@osceolaschools.net)

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

Students will utilize grade level text daily school-wide, synthesize what they read, and complete writing activities to support their thinking; specifically in the state assessed areas of English, US History, Biology, Algebra, and Geometry.

Rationale for Evidence-based Strategy:

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

Evidence shows students need to interact with grade appropriate text through both reading and writing on a daily basis in order for them to increase their Lexile Levels and be college or career ready. (Achieve the Core, 2018)

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.

PLC teams will use collaborative planning time to identify essential B.E.S.T. standards by unit and build common assessments to monitor progress on these essential standards. Teams will collaborate to decide how to best utilize instructional time and the Flex period to address learning gaps identified through FAST, Achieve3000, district benchmarks, and common assessments for MTSS Tier 2 and 3 students.

Person Responsible

Stephanie Holmes (stephanie.holmes@osceolaschools.net)

Literacy Coach will support all PLC teams and provide professional development on the implementation of effective literacy strategies for increasing student achievement.

Person Responsible

Stephanie Holmes (stephanie.holmes@osceolaschools.net)

With Literacy Coach support, Intensive Reading teachers will implement the Achieve3000 program for Level 1 students and monitor monthly Lexile increases to identify and address the needs of students not making progress.

Person Responsible

Stephanie Holmes (stephanie.holmes@osceolaschools.net)

With Literacy Coach support, ELA teachers will utilize resources from StudySync, Core Connections, and Khan Academy to implement the B.E.S.T. standards.

Person Responsible Stephanie Holmes (stephanie.holmes@osceolaschools.net)

Literacy Coach will support the implementation of the district progress monitoring in ELA with monthly MAZE assessments and bi-monthly DIBELS assessments for MTSS Tier 2 and 3 students in Reading.

Person Responsible Stephanie Holmes (stephanie.holmes@osceolaschools.net)

Teachers will incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

Person Responsible Jamie Domres (jamie.domres@osceolaschools.net)

SWD will receive grade level instruction. The work will be scaffolded to meet their needs and supported by the VE teacher when applicable. Unique Curriculum will be implemented to ensure differentiated instruction in for students on Access Points. ELA sheltered classes will support all 1st and 2nd year language learners with high-yield ELL strategies.

Person Responsible Stephanie Holmes (stephanie.holmes@osceolaschools.net)

#4. 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.**

Given the 2021 -2022 school data finding that only 39% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of mathematic achievement for all students.

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

Math, proficiency, and gains will increase by 7% in all groups.

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

1. Administration, leadership team, and Math Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.
2. Administrative team will monitor the use of questioning in the classroom that develops the appropriate stage of fluency for the grade-level benchmarks. Questions should be focused on Costa’s higher levels of questions (Inquiry).
3. School Stocktake Model will take place every month and the Math Coach will report progress to the Principal on the Area of Focus.

**Person
responsible
for monitoring
outcome:**

Diane Bruns (diane.bruns@osceolaschools.net)

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

Procedural fluency is the ability of students to apply procedures accurately, efficiently, and flexibly

**Rationale for
Evidence-
based**

Procedural fluency is more than memorizing facts or procedures, and it is more than understanding and being able to use one procedure for a given situation. Procedural fluency builds on a foundation of conceptual understanding, strategic reasoning, and

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

problem-solving (NGA Center & CCSSO, 2010; NCTM, 2000, 2014). All students need to have a deep and flexible knowledge of a variety of procedures, along with an ability to make critical judgments about which procedures or strategies are appropriate for use, in particular, situations (NRC, 2001, 2005, 2012; Star, 2005). Procedural fluency extends students' computational fluency and applies to all strands of mathematics.

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.

Teachers will intentionally plan for the appropriate stages of fluency as required by the benchmarks for a unit of study.

Person Responsible Diane Bruns (diane.bruns@osceolaschools.net)

Professional development will be conducted throughout the year that focuses on the development of fluency across grade levels through Mathematical Thinking and Reasoning Standards (MTR) training.

Person Responsible Diane Bruns (diane.bruns@osceolaschools.net)

Teachers will use worked examples of different strategies for the fluency benchmarks and provide students the opportunity to engage in a philosophical chair or error analysis (Inquiry; MTR 6).

Person Responsible Diane Bruns (diane.bruns@osceolaschools.net)

Teachers will use formative assessment data to identify student needs related to the grade level fluency benchmarks and provide targeted remediation based on the identified needs of the student using NWEA, ALEKS and iXL

Person Responsible Diane Bruns (diane.bruns@osceolaschools.net)

#5. 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.

Given the 21-22 school data finding that 64% of our school scored a level 3 or higher on their EOC which is an increase of 7% from the year prior, strong instructional practices must continue to be planned for and incorporated daily to ensure high levels of achievement for all students, including ESE and ELL, in science

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

Science proficiency will increase by 10%.

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

Administration, leadership team, coaches, and teachers (self-monitor) will work together to monitor instruction as well as work in PLCs to plan for instruction.
Formative assessments as well as district administered progress monitoring assessments (NWEA, PM, and mock) will be used to measure Pre - Mid - End of school year progress of student learning. Data will be analyzed and used to plan professional learning and coaching for teachers based on individual and subgroup needs.
School Stocktake Model will take place every month and the leadership and/or coach will report progress to the Principal on the Area of Focus.

Person responsible for monitoring outcome:

Diane Bruns (diane.bruns@osceolaschools.net)

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

Participate in academic discourse through collaborative structures (Kagen) that engage students in active learning experiences.

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

Academic discourse through collaborative structures: When students talk with each other about their ideas, their understanding, and questions they have, they not only process new knowledge verbally, but also engage in the topic and are empowered to express their own thoughts (in ideal settings, without judgement and with a clear prompt and structure). WICOR (AVID)
Active learning experiences: Students who are "doing" are learning. Providing opportunities for students to investigate through inquiry, participate in experiments, develop models, and engage in simulations and activities remember the experience, especially if it is connected and relevant to their lives (which is possible in almost all science content). WICOR (AVID)

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.

Conduct classroom walkthroughs, focusing on highest priority science instructional strategy. Walkthrough should be focused on student learning (not teacher facilitating). What are students doing? Can students describe what they are learning and why they are learning it?

Person Responsible Diane Bruns (diane.bruns@osceolaschools.net)

Use data (formative assessments and progress monitoring) to discuss student learning gains and plan for professional learning and coaching needs

Person Responsible Diane Bruns (diane.bruns@osceolaschools.net)

Work with school- and district-based science team to develop professional learning that address areas of need specific to science instructional practice and strategies.

Person Responsible Diane Bruns (diane.bruns@osceolaschools.net)

Teachers will participate in PD covering AVID strategies including Kagan, WICOR , Cornell notes and interactive notebooks and collaborative structures

Person Responsible Diane Bruns (diane.bruns@osceolaschools.net)

Train teachers to pull School City data for subgroups, including SWD. PLCs will then respond to data through Flextime activities.

Person Responsible Diane Bruns (diane.bruns@osceolaschools.net)

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.

At St. Cloud High School we want all students to feel included in our school community. At the start of each school year we hold a Club Rush where students can learn about all the clubs offered at our school and we will continue that tradition. We also hold a Bulldog Union quarterly which is another time to showcase our clubs, sports, as well as academic programs offered on campus. Weekly, our Principal Mr. Fancher will focus on a social emotional competency (emotional regulation, problem-solving, etc.) during his weekly video announcement to students. In addition, we will hold our monthly Fantastic Bulldog Ceremony that celebrates student accomplishments in various area such as most improvement and top academic performance. We also hold PBIS events on campus which include student vs. staff sporting events and pep rallies etc. Finally, we share student and teacher successes during our SAC meetings as well as on all Social Media Outlets and our Website.

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

Guidance Counselors promote post-secondary opportunities and track student plans. Our CCC organizes college, trade school and military meetings with students to inform students of opportunities and prepare them for the next step in their education. Our PBIS coach ensures students are rewarded for effort and meeting expectations. Our club sponsors ensure we have a diverse offering of activities that meet the

needs of various backgrounds, interests and cultures. our teachers offer real world experiences in learning to keep student interest.