

School District of Osceola County, FL

Osceola High School



2023-24

Schoolwide Improvement Plan (SIP)

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Osceola High School

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www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Osceola High School will provide access to rigorous courses with interventions to support all students.

Provide the school's vision statement.

Graduate all students career and college ready.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hernandez, Marc	Assistant Principal	Mr. Hernandez implements instructional leadership and support to the ESE and Guidance Departments, designs the master schedule, oversees dual enrollment, graduation rate, and FTE. Mr. Hernandez also conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to advance their instructional practices so that high-yield strategies are embedded in the teacher's instruction. More so, Mr. Hernandez analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. He also leads the Stocktake meetings during the school year and helps to oversee the School Improvement Plan.
Santiago, Johana	Principal	Ms. Santiago is the instructional leader of OHS that oversees all the personnel selections. She supervises and supports the English & Reading departments, academic coaches, monitors and reviews the school budget, builds and strengthens community relationships, provides on-going updates and communication regarding OHS performance to all stakeholders, works collaboratively with the School Advisory Council, and facilitates weekly leadership meetings that involve specific action steps related to the SIP. Also, Ms. Santiago monitors data through regular Stocktake meetings throughout the school year and ensures the compliance of the School Improvement Plan.
Jimenez, Sussy	Graduation Coach	Ms. Jimenez is the graduation coach over 12th grade. More so, she serves as the dropout prevention specialist at OHS for seniors. Her number priority is to monitor the seniors at-risk and develop action plans to ensure their success. In addition, Ms. Jimenez is the PLT Facilitator for the school. This role involves the monitoring of the school-based PLTs and ensuring PLT compliance school-wide. She is active member of the leadership meeting and participates in Stocktake and leadership meetings frequently. She is the current lead in the Standardized PLT Plan for OHS.
Wilkerson, Breanna	Instructional Coach	Ms. Wilkerson is the math coach at OHS. She provides instructional support and coaching to teachers who teach mathematics. She participates in the coaching cycles, new teacher mentoring, monitors student math data, and aligns the SDOC curriculum to the school. Also, Ms. Wilkerson manages the remediation of the ESSA students to obtain an Algebra I concordant score of graduation purposes. Finally, she is involved with Stocktake (Math) and MTSS problem-solving for math academics.
Ahlers, Nicholas	Assistant Principal	Mr. Ahlers oversees the operations and accountability related to state testing. This includes BEST EOCs, Fast, Advanced Placement, SAT/ACT, Pert, and FAA. He also provides instructional leadership and support to the Social Studies and Math Departments. He assists with teacher technology. Furthermore, he conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensure that high-yield strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using

Name	Position Title	Job Duties and Responsibilities
		data to drive instruction. He also helps to implement the action steps of the School Improvement Plan.
Bryant, Bronsky	Assistant Principal	Mr. Bryant provides instructional leadership support to the Science department, supervises Student Services and PBIS. In addition, Mr. Bryant oversees the facilities at OHS. This includes but not limited to work orders, construction, facility rental/usage, and general maintenance. Also, Mr. Bryant supervises the OHS Athletics Department. This involves sporting events and the operations of each sport. In addition, Mr. Bryant supervises the Athletic Director. Mr. Bryant conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to advance their instructional practices so that high-yield strategies are embedded in instruction. More so, Mr. Bryant analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. Finally, Mr. Bryant has an active role in the School Improvement Plan.
Vicens, Jacqueline	Reading Coach	Ms. Vicens is the reading coach at OHS. She provides instructional support and coaching to teachers who teach ELA/Reading. She participates in the coaching cycles, new teacher mentoring, monitors student ELA data, and aligns the SDOC curriculum to the school. Also, Ms. Vicens manages the remediation of the ESSA students to obtain a FAST 10 ELA concordant score of graduation purposes. Finally, she is involved with Stocktake (ELA) and MTSS problem-solving for ELA academics.
Towers, Esther	Assistant Principal	Ms. Towers implements instructional leadership and support to the CTE, World Languages, 3DE, and AP Departments, oversees OHS acceleration, advances AP performance, and College/Career promotion. Also, she conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to advance their instructional practices so that high-yield strategies are embedded in instruction. More so, Ms. Towers analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. She also facilitates frequent Stocktake meetings during the school year and helps to oversee the School Improvement Plan.
Milan, Kimberly	Graduation Coach	Ms. Milan is the graduation coach over 9-11th grades. More so, she serves as the dropout prevention specialist at OHS for underclassmen. Her number priority is to monitor the underclassmen at-risk and develop action plans to ensure their success. In addition, Ms. Milan serves as a member of the PLT Guided Coalition in which she supports specific PLTs. She is active member of the leadership meeting and participates in Stocktake and leadership meetings frequently. For this school year, Ms. Milan will oversee the Leadership Development domain of the Stocktake process.
Barter, Beverley	Curriculum Resource Teacher	Ms. Barter is the MTSS coach who facilitates the implementation of the academic interventions for ESSA students who require additional support. She provides guidance in learning strategies to teachers who teach at a Tier

Name	Position Title	Job Duties and Responsibilities
		<p>2 and Tier 3 phase. More so, she reviews data frequently and utilizes EduClimber to track student progress. She leads the MTSS problem-solving team and is imperative to the OHS Attendance Plan. Finally, Ms. Barter implements Tier 2 and Tier 3 attendance interventions for general education students. This includes parent conferences and progress monitoring of their attendance.</p>
<p>McGevna, Kimberly</p>	<p>Dean</p>	<p>Ms. Forbes provides instructional support focusing on student discipline management as a school dean. In addition, she conducts student investigations, threat assessments, no contact contracts, bullying investigations, expulsion packets, transition duty, and teacher coaching. She serves the Leadership Team Member liaison and is active Stocktake member. This year, she will oversee the Culture domain in the Stocktake process.</p>
<p>Soto Acevedo, Sheryldene</p>	<p>ELL Compliance Specialist</p>	<p>Ms. Soto is the ESOL Compliance Specialist. Her role is to provide ELL instructional support to LY students, monitor and oversee WIDA testing, LY Graduation status, LF monitoring, and new student testing for ELL services. In addition, she is an active member of the Stocktake process and engages in weekly leadership meetings.</p>
<p>Balladin, Devyani</p>	<p>School Counselor</p>	<p>Ms. Balladin is the PLT Lead for 9th and 10th Grade students. With her team, she reviews monthly discipline data to determine specific thresholds to implement MTSS behavior interventions. In addition, Ms. Balladin oversees the Kowboy Temperature Check Surveys and coordinates Mental Health Wellness Wednesday lessons. Finally, her everyday assignments include: 504, MTSS behavior, graduation credit checks, student academic advising, course requests, testing data review, teacher-student conflict mediator, weekly counseling meetings, and dual enrollment.</p>
<p>Rodriguez, Maria</p>	<p>Science Coach</p>	<p>Ms. Rodriguez is the science coach at OHS. She provides instructional support and coaching to teachers who teach Biology. She participates in the coaching cycles, new teacher mentoring, monitors student Bio data, and aligns the SDOC curriculum to the school. Also, Ms. Rodriguez manages the remediation of the ESSA students to obtain a Biology EOC score for graduation purposes. Finally, she is involved with Stocktake (Biology) and MTSS problem-solving for science academics.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

OHS incorporated the School Advisory Council to vote on the proposed SIP. Prior to the vote, this council had the opportunity to review the details of the plan and ask questions accordingly. Furthermore, SAC also provided specific input pertaining to school culture.

In addition, the OHS Leadership Team worked cohesively to provide input on the 2 main goals. This occurred during the leadership meetings and pre-planning. The leadership team members specifically created the PLT Standardized Plan that outlined the operations of aligning standards during the PLC process.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

On a weekly basis, OHS will meet to review the on-going action steps in the SIP. Each week, data from the PLT Standardized Plan will be reviewed and the necessary adjustments will be made. Also, OHS will monitor the progress of the SIP during the monthly Stocktake meetings. At the Stocktake meetings, the specific action steps will be reviewed to ensure student achievement is on track.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	77%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
 Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	36	46	50	33	45	51	33		
ELA Learning Gains				41			38		
ELA Lowest 25th Percentile				30			33		
Math Achievement*	15	27	38	25	37	38	26		
Math Learning Gains				39			31		
Math Lowest 25th Percentile				46			42		
Science Achievement*	53	63	64	55	32	40	49		
Social Studies Achievement*	53	61	66	51	39	48	56		
Middle School Acceleration					38	44			
Graduation Rate	87	86	89	91	54	61	94		
College and Career Acceleration	52	60	65	46	60	67	52		
ELP Progress	42	46	45	46			35		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	87

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	503
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	91

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	4	1
ELL	42			
AMI				
ASN	55			
BLK	44			
HSP	48			
MUL	38	Yes	1	
PAC				
WHT	58			
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	39	Yes	3	
AMI				
ASN	63			
BLK	41			
HSP	45			
MUL	55			
PAC				
WHT	51			
FRL	41			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	36			15			53	53		87	52	42
SWD	19			14			34	24		17	7	22
ELL	20			11			40	34		70	7	42
AMI												
ASN	59			23				82			3	
BLK	34			16			45	41		36	6	
HSP	33			14			52	51		55	7	41
MUL	50			25							2	
PAC												
WHT	50			22			69	69		57	7	52
FRL	33			15			51	52		42	7	39

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	33	41	30	25	39	46	55	51		91	46	46
SWD	15	30	24	22	41	50	22	14		82	16	47
ELL	15	36	30	20	38	42	41	30		85	49	46
AMI												
ASN	54	48		40						100	73	
BLK	26	38	31	19	33	50	42	39		89	40	
HSP	30	41	30	24	38	46	56	53		91	44	46
MUL	24	69		42	50		36			93	69	
PAC												
WHT	48	43	26	37	49	44	62	56		91	53	50
FRL	27	38	29	19	34	46	48	47		86	38	43

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	33	38	33	26	31	42	49	56		94	52	35
SWD	20	28	29	19	35	52	36	55		92	12	22
ELL	13	33	36	19	33	44	33	36		94	48	35
AMI												
ASN	58	45		59	46					90	50	
BLK	25	29	33	16	25	31	39	59		93	40	
HSP	32	38	33	25	31	44	51	52		94	53	36
MUL	41	44		30						100	64	
PAC												
WHT	44	45	29	36	34	57	55	71		94	53	29
FRL	31	35	32	20	25	36	45	51		91	48	22

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	36%	47%	-11%	50%	-14%
09	2023 - Spring	32%	43%	-11%	48%	-16%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	40%	-23%	50%	-33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	18%	36%	-18%	48%	-30%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	65%	-14%	63%	-12%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	57%	-10%	63%	-16%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In the 22-23 school year, the lowest performance area was mathematics. Overall, the mathematics average for 3+ in achievement level was 17%. More specifically, Geometry was at 18% for 3+ in achievement level. Some of the contributing factors include a lack of instructional staff in math, testing environment, and student truancy.

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

The data component that demonstrated the greatest decline for the 22-23 school year was reflected in Geometry. This area decreased from 31 % to 18 % resulting in a total decrease of 13%. The factors that contributed to this decline include lack of PLC effectiveness and coaching abilities.

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

When reviewing the data for OHS, Algebra I had the greatest gap compared to the state average. The state average for Algebra I in 3+ achievement level is 54% while OHS had 16% resulting in a gap of 38%. It is important to note that a probable cause to this decline involved a teacher vacancy in Algebra I. At the beginning of the school year, OHS struggled finding a certified teacher for Algebra I. It was not until the mid-semester that this was achieved.

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

The greatest improvement included 9th grade ELA increasing from 28% in 3+ achievement level to 36%. This is an 8% increase. The new actions that OHS configured for the 23-24 SY involved a master schedule that included pure 3DE sections in 9th grade ELA. 3DE is the business academy sponsored by Junior Achievement at OHS. Though the number of these sections are limited, this helps the ELA curriculum for 3DE so that students can receive ELA Instruction related to the B.E.S.T Standards and consultancy time for 3DE program.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

When reviewing the EWS data, % Absences Available from Instructional Date was a major concern. With an attendance rate of 87% last school year, some students lost valuable instructional time. More so, 536 students that had % absences available from instructional date had a GPA below 2.0. Our student enrollment averaged at 2440. Because of this, an attendance action plan was created for the 23-24 school year.

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

For the 23-24 school year, Osceola High School will focus on 3 priorities. First, the alignment of standards in all subject areas. Second, to promote positive culture so that a sense of belonging is growing. Finally, OHS will implement the Attendance Action Plan by incorporating the MTSS process. This will help keep students at school and promote student achievement.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Low performance subgroups will be addressed through the learning of critical standards that identified and are unpacked in a PLT and retaught in the LASSO intervention program. The LASSO program is the OHS Intervention Day (most Wednesdays) in which students receive Tier 2 or Tier 3 instruction pertaining to a specific standard in need. Also, class enrichments are provided to those who met the standard objective(s). In addition, SWD and ELL students will be monitored to ensure a 41% proficiency rate in Math/ELA.

Measurable Outcome:

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

At OHS, the goal is to increase each ESSA Subgroup by 5%. Therefore, increasing from 20% to 25%. In addition, SWD and ELL students will have a proficiency rate of 41% (3+ Achievement Level) in Math and ELA.

Monitoring:

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

The monitoring process will be broken down into phases. Phase I will be in the PLC team. Teachers will identify critical standards and plan how to break them down and how it will be applied to the intervention/enrichment program LASSO for reteaching.

Phase II will occur during the classroom visit to observe application. Teachers, leaders, and administrators will collect data using a monitoring tool to determine the application of standards for alignment and also student monitoring for learning not compliance.

Data results of walk-through will be discussed and analyzed bi-weekly in leadership team meetings to discuss next actions steps.

In addition, the critical standards will be monitored weekly. Each leadership team member is assigned a PLT to administratively review. Each week, the leadership member will know exactly what the critical standards are therefore, knowing how to assess this in the weekly PLT meetings.

Person responsible for monitoring outcome:

Johana Santiago (johana.santiago@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to increase student achievement in all ESSA subgroups, OHS will use the PLC process to ensure teachers are identifying critical standards and teaching those standards to the correct alignment. In addition, OHS will use AVID instructional strategies as the "how" in order to shift the instructional practices to increase the overall student learning and application of standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The PLC and AVID programs are evidence-based and have proven, when used to its full effectiveness, will increase student achievement. According to the An Evaluation of Effects of the Advancement Via Individual Determination (AVID) Program in Osceola County (2021), Florida sponsored by AVID, "There is a significant correlation between the number of students enrolled in AVID and Math learning gains,

particularly for students in the lowest 25% in Mathematics. There is also a significant correlation between the quality of AVID (via a school's certification status) and overall ELA achievement and overall Science achievement." Because of this information OHS would like to implement AVID strategies as a part to unpack the alignment of standards to promote student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Phase One: Implementation of the Guided Coalition Team will support the PLT leads monthly using the OHS PLT Planning Form. The Guided Coalition team is the group members of the PLT leaders representing each subject area. At each weekly leadership meeting, the Standardize PLT Form data will be reviewed that includes walkthrough data.

Person Responsible: Sussy Jimenez (sussy.jimenez@osceolaschools.net)

By When: The implementation will begin on September 25, 2023 and end on May 24, 2024. This will be reviewed on a quarterly basis.

Phase Two: Monitoring through Observable Measures such as the PLT Plan Form and data gathered from the LASSO Walkthrough Form.

Person Responsible: Sussy Jimenez (sussy.jimenez@osceolaschools.net)

By When: This will be reviewed on a quarterly basis.

The walkthrough observations will be conducted weekly that includes LASSO intervention/enrichment data and general classroom walkthrough data that measures alignment of standards. In addition, SWD and ELL students will have their own categories within the walkthrough forms that includes instructional strategies and data to their current achievement. The LASSO Walkthroughs will be conducted on Wednesdays while the classroom walkthroughs will be aligned to the leadership team member's schedule.

Person Responsible: Sussy Jimenez (sussy.jimenez@osceolaschools.net)

By When: The data review of the LASSO Walkthroughs and Classroom Walkthroughs will be analyzed each Tuesday during the leadership meetings.

During the weekly PLT meetings, each teacher will review the SWD/ELL instructional strategies listed in the SDOC Curriculum Maps. Each teacher will implement these strategies in their pedagogy. The LASSO walkthrough and classroom walkthrough forms will list the SWD/ELL instructional strategies.

Person Responsible: Sussy Jimenez (sussy.jimenez@osceolaschools.net)

By When: The data review of the LASSO Walkthroughs and Classroom Walkthroughs will be analyzed each Tuesday during the leadership meetings. This includes SWD/ELL instructional strategies.

As an important Title One position, the Science Coach at OHS will provide or monitor the Tier 2 and Tier 3 instructional interventions to SWD/ELL students enrolled in Biology.

Person Responsible: Bronsky Bryant (bronsky.bryant@osceolaschools.net)

By When: These interventions will be provided quarterly after using the monthly District assessments to measure proficiency in Biology standards. This includes SWD/ELL students needing these interventions.

The Reading Coach at OHS will provide or monitor the Tier 2 and Tier 3 instructional interventions to SWD/ELL students enrolled in English I and English II.

Person Responsible: Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

By When: These interventions will be provided quarterly after using the FAST PM 1 and 2 data to measure proficiency in ELA standards. This includes SWD/ELL students needing these interventions.

As an important Title One position, the Math Coach at OHS will provide or monitor the Tier 2 and Tier 3 instructional interventions to SWD/ELL students enrolled in Algebra 1 or Geometry.

Person Responsible: Breanna Wilkerson (breanna.wilkerson@osceolaschools.net)

By When: These interventions will be provided quarterly after using the monthly District assessments to measure proficiency in Algebra or Geometry standards. This includes SWD/ELL students needing these interventions.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Osceola High School will focus on shifting the mindsets and morale for all students and teachers to include all ESSA subgroups. During the 23-24 school year, Osceola High School will prioritize the following 4 areas pertaining to school culture: Kowboy Temperature Check Surveys, PBIS promotion, Testing Culture, Attendance Action Plan, and MTSS Behavior Program (9th/10th Grades).

Measurable Outcome:

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

Osceola High School plans to achieve the following pertaining to Positive/Culture & Environment:

1. 60% quarterly completion rate of the Kowboy Check In Survey beginning in October
2. 4 major PBIS events to promote positive culture at OHS
3. 95% Testing Percent Rate and 1 major event acknowledging the importance of testing performance. The 95%
4. 95% Average Daily Attendance rate by the end of the year using the Attendance Action Plan for MTSS interventions.
5. 95% monthly completion of MTSS Behavior interventions of targeted students identified by 9th & 10th grade counselors.

Monitoring:

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

Ms. Balladin will monitor the quarterly Kowboy Check In Surveys to ensure a 60% completion rate. Should this not be the case, she will meet with the API and reconfigure a plan to reach this threshold.

Mr. Bryant will oversee the 4 major PBIS events to promote school spirit and culture. He will have these pre-determined by Friday, November 10, 2023. These will be displayed in the OHS Master Calendar.

Mr. Ahlers will ensure a 95% testing completion rate by the end of the school year. In addition, he will coordinate one major event to promote a positive test culture at OHS prior to testing season. This event will be held on or before Friday, April 26, 2024.

Mr. Hernandez will ensure the compliance of the Attendance Action Plan by reviewing the reports monthly.

Ms. Balladin will review the monthly MTSS Behavior intervention plan and ensure its compliance.

Person responsible for monitoring outcome:

Bronsky Bryant (bronsky.bryant@osceolaschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBIS strategies will be utilized to increase the positive culture and environment at OHS. Tier 1 strategies include a positive testing culture school-wide, tier 2 includes the attendance rate to promote testing

participation and student achievement, and tier 3 includes MTSS behavior interventions for targeted students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS is research-based that shows effectiveness in positive culture within a school setting. This positive culture connects to all ESSA subgroups and promotes student achievement. By utilizing these strategies, there will be a pattern of parallelism of success among all areas outlined in this school improvement plan. According to Advanced Tiers in High School: Lessons Learned from Initial Implementation sponsored by PBIS (2021), "Tier 2 practices and systems are designed to: use data to identify students who are at-risk for or currently experiencing social, emotional and/or behavioral difficulties; prevent the development or decrease the frequency and/or intensity of students' problem behaviors; and provide standardized interventions that effectively and efficiently support students yet do not require the time and resources needed for individualized plans (Center on PBIS, 2021)" Because of this reason, OHS is going to explore Tier 2 PBIS (especially in attendance) to promote positive culture and decrease discipline issues.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Ms. Balladin will oversee the monthly Kowboy Temperature Check surveys to ensure a quarterly 60% completion rate starting in October.

Person Responsible: Devyani Balladin (devyani.balladin@osceolaschools.net)

By When: Each quarter, Ms. Balladin will ensure there is a 60% completion rate of the Kowboy Temperature Check Survey. This data will be distributed to the API.

Mr. Bryant will ensure there are 4 major PBIS events at OHS throughout the 23-24 school year.

Person Responsible: Bronsky Bryant (bronsky.bryant@osceolaschools.net)

By When: Mr. Bryant will confirm all 4 major PBIS events by Friday, November 10, 2023 and list them in the OHS master calendar.

Mr. Ahlers will ensure a 95% testing completion rate by the end of the school year. In addition, he will host one major testing event to promote positive testing and recognition prior to testing season.

Person Responsible: Nicholas Ahlers (nicholas.ahlers@osceolaschools.net)

By When: The 95% completion rate will be completed by the last day of school and the testing event will be held on or before Friday, April 26, 2024.

Mr. Hernandez will ensure the compliance of the Attendance Action Plan to promote MTSS interventions for truant students. The goal is to have a 92% attendance rate by last day of school during the 23-24 school year.

Person Responsible: Marc Hernandez (marc.hernandez@osceolaschools.net)

By When: Mr. Hernandez will review weekly reports provided the truancy clerk to ensure MTSS attendance intervention compliance.

Ms. Balladin will review the monthly MTSS Behavior Intervention Plan to ensure 9th and 10th grade students receive the proper interventions. As the PLT Counselor Lead for underclassmen, she will provide

the appropriate student listings to her colleagues. As a PLT, will determine the monthly thresholds to ensure success. 95% of the students needing behavior interventions will receive these monthly.

Person Responsible: Devyani Balladin (devyani.balladin@osceolaschools.net)

By When: Ms. Balladin is expected to have the monthly report available on the last working day of the month.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The principal and assistant principal of instruction monitor the school improvement plan and allocation report to ensure compliance with the SIP and District requirements. Furthermore, the master schedule is reviewed through section listings, class sizes, and teacher alignment. Also, the allocations are reviewed monthly so that appropriate FTE adjustments are completed. The interventions and activities for the ESSA groups are reviewed through ESE and ESOL compliance. This includes the appropriate paraprofessionals placing, assigned VE (ELA/Math sections)

In addition, the Title One resources at OHS include the Science Coach, Math Coach, Underclassmen Graduation Prevention, and Parent Liaison.

Ms. Rodriguez is the science coach at OHS. She provides instructional support and coaching to teachers who teach Biology. She participates in the coaching cycles, new teacher mentoring, monitors student Biology data, and aligns the SDOC curriculum to the school. Also, Ms. Rodriguez manages the remediation of the ESSA students to receive a passing score on the Biology EOC. Finally, she is involved with Stocktake (Science) and MTSS problem-solving for science academics.

Ms. Wilkerson is the math coach at OHS. She provides instructional support and coaching to teachers who teach mathematics. She participates in the coaching cycles, new teacher mentoring, monitors student math data, and aligns the SDOC curriculum to the school. Also, Ms. Wilkerson manages the remediation of the ESSA students to obtain an Algebra I concordant score of graduation purposes. Finally, she is involved with Stocktake (Math) and MTSS problem-solving for math academics.

Ms. Milan is the graduation coach over 9-11th grades. More so, she serves as the dropout prevention specialist at OHS for underclassmen. Her number priority is to monitor the underclassmen at-risk and develop action plans to ensure their success. In addition, Ms. Milan serves as a member of the PLT Guided Coalition in which she supports specific PLTs. She is active member of the leadership meeting and participates in Stocktake and leadership meetings frequently. For this school year, Ms. Milan will oversee the Leadership Development domain of the Stocktake process.

Ms. Aqila Hinkson is the OHS Parent Liaison. This role includes Title One Meetings, Title One Community, OHS Title One representative, and is the OHS Business Partners representative. As she helps Ms. Santiago with Title One compliance, Ms. Hinkson also connects Osceola High School to the community. Without her support and work, OHS would not have as many sponsors as we currently do.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

SAC will hold 1 open lab session to review the SIP in detail to stakeholders interested. At this session, parents and students will receive a breakdown that will be delivered in a way for them to understand the specific action steps. Furthermore, each SAC meeting will have a monthly principal's update that includes the current progress of the SIP. Links regarding our SIP will be posted via social media, mass email communication, and Remind updates to all families at OHS. Lastly, OHS will accept requests from specific stakeholders to review the SIP at any time of the school year. The OHS school website will provide public access to the SIP under the "About Us" section.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

OHS will host monthly Title 1 meetings to review the specific topics and themes. At these meetings, parents and stakeholders will have the opportunity to build relationships with the school personnel and understand how to monitor their child's progress. Also, the parent liaison at OHS works directly with the community to promote volunteer work, donations, and learning sessions to improve student achievement at Cowboy Nation.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

OHS plans to strengthen the academic programs by aligning standards through the PLT process. The PLT Standardized Plan will include the review of AVID strategies, common formative assessments, intervention/enrichment activities, and small group instruction. By reviewing these specific items, this will help provide an enriched and accelerated curriculum in the alignment of standards.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

It is important to note that the OHS 23-24 master schedule is in compliance with Title One regulations, IDEA, 504, ESOL, PBIS, and CTE programs. Furthermore, the SDOC is aligned to the federal and state laws pertaining to the school nutrition program. Also, OHS offers services in the Families in Transition Program (those without a permanent home).

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Osceola High School will implement a new comprehensive counseling program this year. The Team 1 Counseling Team will coordinate MTSS behavior interventions for Tier 2 and Tier 3 students. Furthermore, all students will complete Xello lessons to promote and establish post-secondary goals. In addition, all students will receive Internet Safety: Technology lessons in their English courses to establish positive mental health. Finally, students will receive monthly mental health lessons established by the counseling team to improve student skillsets outside of academics.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The College and Career Center at OHS will work directly with the ESSA groups to establish FAFSA Nights, College Info Nights, and Military/Employment Nights. The purpose of these "nights" include exposure and promotion to post-secondary goals. The College and Career Counselor oversees these activities. Furthermore, all OHS students have an opportunity to take Dual Enrollment courses at Valencia College, UCF, or UF. So as long the students meet the minimum requirements, these opportunities may begin 10th grade year. Also, OHS offers Dual Enrollment courses on site. The AF JROTC program has a certified instructor to teach Embry Riddle Aviation courses. Through this DE program, students may earn 2 college level credits in general aviation 1 and 2.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

As previously mentioned, OHS will begin a restructured comprehensive counseling program which includes MTSS behavior interventions. Team 1 (9th and 10th grade counselors) will review discipline data monthly to establish a list of students who require behavior interventions. After reviewing this data, the students will be grouped into one of the seven Kagan Behavior Functions to implement the appropriate behavior interventions conducted by the counselors. MTSS Behavior students will be on the MTSS plan for approximately 4 weeks (depending on student need) and monitored during this time. All ESE/504 services are conducted accordingly within the proper and legal channels. This includes, but not limited to, manifestation meetings, attendance meetings, staffing meetings, concurrent meetings, ESE evaluations, 504 meetings, and general school meetings.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

OHS will follow the PLC/PLT/PD Calendar during the 23-24 school year. This calendar includes: PLT meetings and procedures, ePLCs dates, PLT Guided Coalition meetings, and teaching tutorials. All teachers will complete their subject-area professional development on the SDOC designated PD days. For teacher recruiting, OHS will open a new account with Indeed to post critical teaching positions. Our school culture will strive to promote high retention. OHS will reinforce the Knowing Our Why Beyond Obstacles Year-Round ideology. Also, all new teachers have an assigned Teacher Mentor for 2 years to review certification criteria, new teacher procedures, and general school topics.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

This is not applicable to OHS.