School District of Osceola County, FL

Osceola High School

2020-21 Schoolwide Improvement Plan

Table of Contents

Osceola High School

420 S THACKER AVE, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Nia Campbell

Start Date for this Principal: 8/3/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (47%) 2017-18: C (50%) 2016-17: C (45%) 2015-16: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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.](http://www.floridacims.org)

Purpose and Outline of the SIP

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

Part 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

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

Name	Title	Job Duties and Responsibilities
Campbell, Nia	Principal	Principal ensures that the school's learning goals are based on the state's adopted studetn academic standards and the district's adopted curricula and that student learning results are evidenced by the student performance. The principal also establishes high expectations for learning growth by all students and engage faculty and staff in efforts to close learning performance gaps.
Bryant, Bronsky	Assistant Principal	Assistant Principal assists the principal in ensuring the school's learning goals are based on state's adopted student academic standards and district's adopted curricula and that student learning results are evidenced by student performance. APs also assist the principal in enabling faculty and staff to work as a system focused on student learning.
Rivera, Ivet	Assistant Principal	Assistant Principal assists the principal in ensuring the school's learning goals are based on state's adopted student academic standards and district's adopted curricula and that student learning results are evidenced by student performance. APs also assist the principal in enabling faculty and staff to work as a system focused on student learning.
Stewart, Jared	Assistant Principal	Assistant Principal assists the principal in ensuring the school's learning goals are based on state's adopted student academic standards and district's adopted curricula and that student learning results are evidenced by student performance. APs also assist the principal in enabling faculty and staff to work as a system focused on student learning.
Fisher, Melinda	Dean	Dean assist the principal in administering school board rules, developing public relations, administering extracurricular programs and provide the necessary services which will give the optimal education for students.
Gallman, Guice	Dean	Dean assist the principal in administering school board rules, developing public relations, administering extracurricular programs and provide the necessary services which will give the optimal education for students.
Schmidt, Dana	Instructional Coach	Instructional Coach fosters effective teaching practices, organizes curriculum writing and consults on curriculum development, material selection and alignment with state frameworks. Instructional coaches also coordinate and assists with assessments, monitors student progress and conducts appropriate training.

Name	Title	Job Duties and Responsibilities
Morales-Rivera, Bethzaida	Instructional Coach	ELL Compliance Specialist coordinates the ESOL referrals, LEP committee meetings, placement and testing process. The ELL compliance specialist also assists school based ESOL personnel and basic subject area personnel and chairs with all LEP committee meetings.

Demographic Information

Principal start date
Monday 8/3/2020, Nia Campbell

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Total number of teacher positions allocated to the school
135

Demographic Data

2020-21 Status (per MSID File)	Active
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School Grades History	2018-19: C (47%)
	2017-18: C (50%)
	2016-17: C (45%)
	2015-16: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[Diane Leinenbach](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	331	345	269	292	1237
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	101	85	86	104	376
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	19	76	64	22	181
Course failure in Math	0	0	0	0	0	0	0	0	0	22	80	46	37	185
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	108	108
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	179	92	271

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	9	31	81	54	175

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	7	10	9	36

Date this data was collected or last updated

Monday 8/3/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	635	616	576	618	2445
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	2	0	3	5
One or more suspensions	0	0	0	0	0	0	0	0	0	20	11	12	5	48
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	37	92	83	86	298
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	262	266	209	211	948

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	67	51	52	201

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	3	0	0	6	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	38	12	11	4	65

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	635	616	576	618	2445
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	2	0	3	5
One or more suspensions	0	0	0	0	0	0	0	0	0	20	11	12	5	48
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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	3	0	0	6	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	38	12	11	4	65

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	37%	57%	56%	41%	56%	56%
ELA Learning Gains	43%	48%	51%	50%	54%	53%
ELA Lowest 25th Percentile	34%	43%	42%	37%	47%	44%
Math Achievement	29%	46%	51%	30%	39%	51%
Math Learning Gains	35%	41%	48%	39%	40%	48%
Math Lowest 25th Percentile	36%	46%	45%	41%	46%	45%
Science Achievement	48%	69%	68%	56%	67%	67%
Social Studies Achievement	66%	70%	73%	62%	70%	71%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	32%	47%	-15%	55%	-23%
	2018	38%	47%	-9%	53%	-15%
Same Grade Comparison	-6%					
Cohort Comparison						
10	2019	36%	47%	-11%	53%	-17%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	36%	49%	-13%	53%	-17%
Same Grade Comparison		0%				
Cohort Comparison		-2%				

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**
2019	47%	62%	-15%	67%	-20%
2018	57%	68%	-11%	65%	-8%
Compare		-10%			
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	61%	62%	-1%	70%	-9%
2018	58%	61%	-3%	68%	-10%
Compare		3%			
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	19%	49%	-30%	61%	-42%
2018	28%	52%	-24%	62%	-34%
Compare		-9%			
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	37%	44%	-7%	57%	-20%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	29%	39%	-10%	56%	-27%
	Compare	8%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	31	28	20	37	37	31	33		83	7
ELL	19	39	33	23	36	42	33	40		73	49
ASN	60	53		64	45			75		95	85
BLK	30	42	27	24	28	28	39	59		95	35
HSP	35	43	35	28	37	39	48	64		86	47
MUL	53	33						77		100	60
WHT	48	50	33	39	32	21	59	77		92	51
FRL	33	43	32	25	32	34	46	63		91	48

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	27	47	29	24	31	29	27	36		61	20
ELL	17	43	39	21	36	38	38	36		71	61
ASN	45	47		61	67		74	82		93	64
BLK	32	49	46	18	35	38	41	56		88	33
HSP	39	49	36	29	38	41	56	59		85	53
MUL	60	65		35	37		75	75			
WHT	57	57	50	51	50	44	71	82		92	62
FRL	39	49	37	28	38	41	55	57		86	50

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	507
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
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	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	68
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	41
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	46
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	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	50
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Algebra I dropped by 8%, from 27% to 19% which is also significantly lower then the district and state. Algebra I results stem from new teachers being deficient in content knowledge, PLC (Professional Learning Community) members were not collaborating, ELL(English Language Learner) strategies were not used. Also, classroom management, pedagogy, and high teacher and student absenteeism were contributing factors.

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

Biology pass rate went from 57% to 47% with a 10% drop. The result stems from instructional expertise in addressing the student's varying learning needs. In addition to providing the rigor and depth of content standards. Our PLC collaboration can improve in the areas of assessment creation, lesson planning, and genuine collective efficacy.

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

Our greatest gap was in our 9th grade ELA achievement with a 23% gap (state 55% to school 32%). Our ELA results stem from Language Acquisition, lack of expertise in addressing content standards, instructional delivery practices not including read, write, talk, solve, lack of genuine PLC collaboration, and lack of use of ELL strategies.

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

Geometry increased by 9% from 29% to 38%.
The PLC calendar was created as an non-negotiable for teachers and administrators to follow. During PLC time, the geometry PLC met to discuss common formative assessment data, lesson planning and content standards (Engage New York). Geometry teachers reported that PLC meetings helped them creat more effective assessments and fostered open discussions of best teaching strategies. Geometry PLC was the most effective with collaboration, data analysis, and decision making

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

First area of concern on the Early Warning Systems data is the the course failure in ELA or Math. Second is the current years Level 1 students on Statewide assessment.

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

1. Ensure high levels of learning for all students in literacy.
2. Ensure high levels of mathematics achievement for all students.
3. Ensure high Levels of science achievement for all students
4. Ensure a school-wide post secondary culture for all students.
5. Strengthen collaborative processes to ensure that the learning needs of all students are met.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Ensure high levels of learning for all students in literacy If Osceola high school develops the faculty's understanding of quality literacy instruction and deepens teachers' understanding of what equitable literacy instruction looks like, then administration can coach and provide meaningful feedback to teachers. As a result, literacy instruction will improve across all content areas by meeting the instructional needs of all students.
Measureable Outcome:	FSA ELA (9th and 10th) achievement score will increase from 5% to 42%. FSA ELA learning gains score will increase from 43% to 48% and the lowest 25% will increase from 34% to 39%.
Person responsible for monitoring outcome:	Dana Schmidt (dana.schmidt@osceolaschools.net)
Evidence-based Strategy:	Response to Intervention Cognitive task analysis Collective teacher efficacy Teacher estimates of achievement Planning and prediction Setting standards for self-judgement Coaching Cycle & Mentoring
Rationale for Evidence-based Strategy:	Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally,schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented,can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

Action Steps to Implement

Administrative team, academic coaches, and compliance specialists will gather data from district CFA's (Common Formative Assessments), PLC CFA's and student performance in Achieve 3000, Khan academy and Language Live to determine if students are developing their literacy skills.

Person Responsible	Dana Schmidt (dana.schmidt@osceolaschools.net)

ELL(English Language Learner) Compliance Specialist and ELL task force will meet once a month to discuss ELL students' academic performance and which strategies the ELL compliance specialist will train faculty to support
Osceola - 0081 - Osceola High School - 2019-20 SIP
Last Modified: 8/3/2020 https://www.floridacims.org Page18of34
our students. Teachers deliver daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students. And monitored by the ELLL Compliance Specialist and RCS.

Person Responsible	Dana Schmidt (dana.schmidt@osceolaschools.net)

The Literacy Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observations and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

Person Responsible Dana Schmidt (dana.schmidt@osceolaschools.net)

All FSA ELA level 1 and 2 students are scheduled into Intensive Reading courses as well as an English course, where teachers will utilize Achieve 3000, Language Live and Khan Academy to develop students' skills and fluency in literacy. Students will be required to complete 30 minutes a week in Achieve 3000. Teachers will assign lessons in Khan academy and Language Live.

Person Responsible Dana Schmidt (dana.schmidt@osceolaschools.net)

English 1 and English 2 teachers will attend professional development series on Core Connections to incorporate the use of primary sources for evidence in reading and writing.

Person Responsible Dana Schmidt (dana.schmidt@osceolaschools.net)

Professional Development opportunities are taking place quarterly focusing on standards based instruction, instructional practices, data driven lesson planning, and intervention strategies. Additional training provided to all teachers on AVID focused note taking, text marking, questions for rigor, differentiation and lesson planning.

Person Responsible Dana Schmidt (dana.schmidt@osceolaschools.net)

Students with Disabilities (SWD) will receive grade level instruction. The work will be scaffolded to meet their individual needs and will be supported by the Varying Exceptionalities (VE) teacher when applicable.All teachers are implementing the use of scales to guide instruction and track mastery of standards with a focus on major content. SWD will receive interventions based on their Tier 3, Tier 2, and Tier 1 individual needs.

Person Responsible Dana Schmidt (dana.schmidt@osceolaschools.net)

Administration will be meeting with Literacy coach weekly to obtain feedback on ELA and Reading teachers and will be provided with ongoing data collected through district CFAs that will be placed on the school's data wall for continuous student data analysis. All students will be monitored using the DIBELS Universal Screener at the beginning of the year, Osceola Writes three times a year, Next Steps to Guided Reading Assessment three times a year, and district formative assessments quarterly.

Person Responsible Dana Schmidt (dana.schmidt@osceolaschools.net)

School wide intervention program called LASSO is built into the school day schedule to provide supplemental instruction incorporating literacy strategies throughout all content area teachers. Students will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency.

Person Responsible Dana Schmidt (dana.schmidt@osceolaschools.net)

Tutoring will be provided after school by teachers every Tuesday and Thursday.

Person Responsible Dana Schmidt (dana.schmidt@osceolaschools.net)

Difference Makers and Carnegie Learning Consultants were brought in to implement a ELA critical shifts in instruction through standards based differentiated planning and individual instruction. Lesson studies, learning walks, lesson modeling, side-by-side coaching based on

data analysis and curriculum alignment will be guided through future classroom visits. Major emphasis on restorative practices for building community & Communication.

Person Responsible Dana Schmidt (dana.schmidt@osceolaschools.net)

Monthly Stocktake meetings with leadership team to ensure follow through on action steps and report progress to the Principal on the Area of Focus. Monthly Focus meetings with leadership team to discuss data analysis from assessments and or data reports.

Person Responsible Dana Schmidt (dana.schmidt@osceolaschools.net)

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

Person Responsible Dana Schmidt (dana.schmidt@osceolaschools.net)

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

Person Responsible Dana Schmidt (dana.schmidt@osceolaschools.net)

Teachers are ensuring every student engages in high leverage, standards-based classroom activities to read, write, talk, and solve.

Person Responsible Dana Schmidt (dana.schmidt@osceolaschools.net)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Well-implemented programs designed to foster SEL are associated with positive outcomes, ranging from better test scores and higher graduation rates to improved social behavior. Social-emotional 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 the social, emotional, and academic competencies they need to succeed in life. Intertwining social and emotional learning and academics advances the ability of our students to adapt to change with the essential skills to effectively manage new challenges.
Measureable Outcome:	2019-2020 SEL Climate Survey showed 25% of students answered favorable for feeling supported. In 2020- 2021 this question will be increased 5%.
Person responsible for monitoring outcome:	Ivet Rivera (ivet.rivera@osceolaschools.net)
Evidence-based Strategy:	Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally,schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented,can effectively double the speed of learning, (William. 2007), (Marzano, 2003) Students are diverse in their learning styles and needs. It is essential to assess individual learning styles and be flexible in time management to allow for meeting these different needs. The SEL 3 Signature Practices: Welcoming Inclusion Activities Engaging Strategies Optimistic Closure.
Rationale for Evidence-based Strategy:	Social and Emotional learnig (SEL) is not based on prescribed curricula; instead it is an approach that reflects a set of teaching strategies and practices that are student-centered,. They use teaching techniques that build on students' current knowledge and skills (Gardner, 1983). When a school commits to using the SEL 3 Signature Practice in an authentic way, they are better able to meet their own learning goals and those of their students while building everyone's SEL skills to create a positive learning and work environment. One person can begin to use these practices and influence others, but it is only when they are used by the entire team or

organization that they will achieve their full impact.

Action Steps to Implement

Teachers and staff will plan activities that are engaging and relevant to students. Identifying and building on
students' individual assets and, passions.

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

Teacher will plan to build an environment of belonging.

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

Teachers will increase student input and voice through planning and reflection activities.

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

Teachers will encourage and facilitate student's shared decision-making through consensus/action
planning

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

Teachers will use active learning strategies like hands-on, experiential, and project-based activities

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

Teacher will integrate SEL strategies into their curriculum, such as, self management, self confidence.self
efficacy, and social awareness where applicable.

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

. Teachers will facilitate peer learning and teaching - collaborative learning.

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

School will develop structures, relationships, and learning opportunities lllat support students' SE
development.

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

AII surveys will be analyzed to identify schools interventions that will support SEL and schoolwide plan will
be developed.

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

The leadership team will review monthly behavior data for subgroups and develop inventions as required.

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Ensure high levels of mathematics achievement for all students Rationale If OHS develops teachers' understanding of differentiated Mathematics instruction then Mathematics instruction will improve across all Math courses and meet the instructional needs of all students. Additionally, by providing teachers the opportunity to gain a deeper understanding of Math content and instruction, leaders and teacher discussion and feedback will impact the quality of differentiated instruction. Mathematics problem solving is vital in developing logical thinkers and lifelong problem solvers. Students need to be able to work and approach problem-solving in various ways.
Measureable Outcome:	Algebra 1 EOC achievement will improve from 19% to 24% in the spring of 2021. Geometry EOC achievement will improve from 38% to 43% in the spring of 2021. Math achievement will move from 29% to 34% with learning gains improving to 40% from 35%. The lowest 25% will improve to 41% from 36%.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Response to intervention Cognitive task analysis Collective teacher efficacy Teacher estimates of achievement Planning and prediction Setting standards for self-judgement Coaching Cycle
Rationale for Evidence-based Strategy:	Studies show that the analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis formative and summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2003), Reeves (2010), Dufour, et al (2010)

Action Steps to Implement

Administration team, academic coaches and compliance specialists will gather data from district CFA's, PLC CFA's and student performance in Khan academy to determine if students are developing their math skills.

Person Responsible	[no one identified]

The Math Coach and mentor will provide professional development on Math literacy, differentiation and rotations, as well as, utilize the TSL mentor platform during coaching cycles.

Person Responsible	[no one identified]

Math teachers will utilize Khan Academy to develop students' skills and fluency in Math literacy. Teachers will assign lessons in Khan academy to provide practice opportunities and add additional explanation of math concepts learned in the classroom.

Person Responsible	[no one identified]

All FSA Math level 1 and 2 students are blocked scheduled into Intensive math courses along Algebra I courses with the same math teacher. Intensive math teachers are utilizing Math Nation to supplement lesson delivery and differentiation and

Person Responsible [no one identified]

Professional Development opportunities are taking place quarterly focusing on standards based instruction, instructional practices, data driven lesson planning, and intervention strategies. Additional training provided to all teachers on AVID focused note taking, text marking, questions for rigor, differentiation and lesson planning.

Person Responsible [no one identified]

Students with Disabilities will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable. SWD will receive interventions based on their Tier 3, Tier 2, and Tier 1 individual needs.

Person Responsible [no one identified]

ELL task force will meet once a month to discuss ELL students' academic performance and which strategies the ELL compliance specialist will train faculty on to support our students. Teachers deliver daily content-specific knowledge and experience in the classroom by ensuring standardized lessons and using differentiated instruction for ELL and ESE students, monitored by the ELL Compliance Specialist and Resource Compliance Specialist.

Person Responsible [no one identified]

Teacher teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative Team. All teachers are implementing the use of scales to guide instruction and track mastery of standards with a focus on major content.

Person Responsible [no one identified]

Administration will be meeting with the math coach weekly to obtain feedback on math teachers and will be provided with ongoing data collected through district CFAs which will be placed on the school's data wall for continuous student data analysis. The Math Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

Person Responsible [no one identified]

School wide intervention program called LASSO is built into the school day schedule to provide supplemental instruction incorporating math lessons determined through CFA lowest performing standards which will be monitored through weekly mini assessments.

Person Responsible [no one identified]

Math Tutoring provided after school by math teachers every Tuesday and Thursday.

Person Responsible   [no one identified]

The leadership team will monitor subsets of the lowest quartile data, while in communication with the teachers to track student progress.

Person Responsible   [no one identified]

Difference Makers and Carnegie Consultants were brought in to implement a math critical shift in instruction through standards based differentiated planning and individual instruction. Lesson studies, learning walks, lesson modeling, side-by-side coaching based on data analysis and curriculum alignment will be guided through visits. Major emphasis on restorative practices for building community & communication.

Person Responsible   [no one identified]

Teachers will track every student by standard utilizing on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery. Teachers are ensuring every student engages in high leverage, standards-based classroom activities to read, write, talk, and solve.

Person Responsible   [no one identified]

Monthly Stocktake meetings with leadership team to ensure follow through on action steps and report progress to the Principal on the Area of Focus. Monthly Focus meetings with leadership team to discuss data analysis from assessments and or data reports.

Person Responsible   [no one identified]

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

Person Responsible   [no one identified]

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

Person Responsible   [no one identified]

Teachers are ensuring every student engages in high leverage, standards-based classroom activities to read, write, talk, and solve.

Person Responsible   [no one identified]

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	ESSA data showed in 2018-2019 the school had two sub groups below the ESSA level 41 %. this affected the proficiency and student achievement seen throughout the state reporting of school data. The school is TS&I status.
Measureable Outcome:	ESSA Data for 2018-2019 ESE- 33% and ELL - 39% will be increase in 2020-2021 to be above 41 % in both sub groups.
Person responsible for monitoring outcome:	Latonia Harris (latonia.harris@osceolaschools.net)
Evidence-based Strategy:	Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately 7 challenging learning experiences for all their students.
Rationale for Evidence-based Strategy:	Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum: Content- the information and skills that students need to learn Process -how students make sense of the content being taught Product - how students demonstrate what they have learned Affect - the feelings and attitudes that affect students' learning

Action Steps to Implement

Teachers, that share common planning, will participate in weekly PLC meetings that will focus on the
development of both standardized lesson plans and common assessments for all students

Person Responsible	Latonia Harris (latonia.harris@osceolaschools.net)

PLC meetings will be supported and work in conjunction with the instructional coaches.

Person Responsible	Latonia Harris (latonia.harris@osceolaschools.net)

Teachers will focus on creating learning goals and targets for individual students.

Person Responsible	Latonia Harris (latonia.harris@osceolaschools.net)

Teachers will participate in professional development that focuses instructional strategies that scaffold
content for ELL and ESE subgroups. Professional development training will include AVID WICOR
instructional strategies, ELLEVATION training, and ESE support strategies.

Person Responsible	Latonia Harris (latonia.harris@osceolaschools.net)

The ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance

specialist and RCS ensuring students are supported in all courses by providing ELL and ESE instructional
strategies and professional development for teachers

Person Responsible	Latonia Harris (latonia.harris@osceolaschools.net)

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

Person Responsible	Latonia Harris (latonia.harris@osceolaschools.net)

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

Person Responsible	Latonia Harris (latonia.harris@osceolaschools.net)

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Ensure high Levels of science achievement for all students If OHS develops teachers' understanding of differentiated Science instruction then Science instruction will improve across all science courses and meet the instructional needs of all students. Additionally, by providing teachers the opportunity to gain a deeper understanding of science content and instruction, leaders and teacher discussion and feedback will impact the quality of differentiated instruction.
Measureable Outcome:	EOC Biology Pass rate will increase from 47% to 52%.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Response to intervention Cognitive task analysis Collective teacher efficacy Teacher estimates of achievement Planning and prediction Setting standards for self-judgement
Rationale for Evidence-based Strategy:	Students who manipulate scientific ideas using hands-on/minds-on strategies and activities are more successful than peers who are taught by teachers relying primarily on lecture and the textbook (Lynch & Zenchak, 2002

Action Steps to Implement

Administration team, academic coaches and compliance specialists will gather data from district CFA's, PLC CFA's to determine if students are acquiring mastery of the standards.

Person Responsible	Latonia Harris (latonia.harris@osceolaschools.net)

The Science Coach will provide professional development on Science literacy, differentiation and rotations.

Person Responsible	Latonia Harris (latonia.harris@osceolaschools.net)

Professional Development opportunities are taking place once a month focusing on standards based instruction, instructional practices, data driven lesson planning, and intervention strategies.

Person Responsible	Latonia Harris (latonia.harris@osceolaschools.net)

Science teachers will utilize Khan Academy to develop students' skills and fluency through the use of the video tutorials. Teachers will assign lessons in Khan academy to provide practice opportunities and add additional explanation of science concepts learned in the classroom.

Person Responsible	Latonia Harris (latonia.harris@osceolaschools.net)

ELL task force will meet once a month to discuss ELL students' academic performance and which strategies the ELL compliance specialist will train faculty on to support our students. Teachers deliver daily content-specific knowledge and experience in the classroom by

ensuring standardized lessons and using differentiated instruction for ELL and ESE students, monitored by the ELL Compliance Specialist and RCS.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

Students will be provided Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis. Students will be provided Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

The Science Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits. Additional training provided to all teachers on AVID focused note taking, text marking, questions for rigor, differentiation and lesson planning.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

All teachers are implementing the use of scales to guide instruction and track mastery of standards with a focus on major content. Teacher teams will track every student by standard through on the spot formative assessments, common formative assessments, and summative assessments to track the progression of standards mastery.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

Administration will be meeting with the science coach weekly to obtain feedback on science teachers and will be provided with ongoing data collected through district CFAs which will be placed on the school's data wall for continuous student data analysis.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

School wide intervention program called LASSO is built into the school day schedule to provide supplemental instruction incorporating science lessons determined through CFA lowest performing standards which will be monitored through weekly mini assessments.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

Tutoring will be provided after school by science teachers every Tuesday and Thursday.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

Teachers are ensuring every student engages in high leverage, standards-based classroom activities to read, write, talk, and solve.

Person Responsible Latonia Harris (latonia.harris@osceolaschools.net)

Students will be provided with targeted interventions that meet the needs of all students. Using Title I funds to offer IMPACT lab instruction and remediation support. Students will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency.

Person Responsible   Latonia Harris (latonia.harris@osceolaschools.net)

The leadership team will monitor subsets of lowest quartile data, while in communication with the teachers to track student progress.

Person Responsible   Latonia Harris (latonia.harris@osceolaschools.net)

SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable. SWD will receive intervention based on their Tier 3, Tier 2, and Tier 1 individual needs.

Person Responsible   Latonia Harris (latonia.harris@osceolaschools.net)

Difference Makers Consultants were brought in to implement a Science critical shift in instruction through standards based differentiated planning and individual instruction. Lesson studies, learning walks, lesson modeling, side-by-side coaching based on data analysis and curriculum alignment will be guided through visits. Major emphasis on restorative practices for building community & Communication.

Person Responsible   Latonia Harris (latonia.harris@osceolaschools.net)

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

Person Responsible   Latonia Harris (latonia.harris@osceolaschools.net)

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

Person Responsible   Latonia Harris (latonia.harris@osceolaschools.net)

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

Person Responsible   Latonia Harris (latonia.harris@osceolaschools.net)

#6. Other specifically relating to Schoolwide Post Secondary Culture for all Students	
Area of Focus Description and Rationale:	A college-going culture builds the expectation of postsecondary education for all students-not just the best students. It inspires the best in every student, and it supports students in achieving their goals.Students who have the parental, school, and community expectations that college is the next step after high school see college as the norm However, the idea that college is the next step after high school may seem unrealistic for those students who are from one or more of the following groups: low achievers, middle to low-income levels, underrepresented minorities, disabled youth, and families where no one has attended college before.
Measureable Outcome:	Our 2019 graduating class acceleration rate is 50%, our goal for 2021 class is 60%.
Person responsible for monitoring outcome:	Latonia Harris (latonia.harris@osceolaschools.net)
Evidence-based Strategy:	Schools with a strong future orientation, that engage all students in planning for life after graduation. With effective school-based teams that are anchors of implementing post secondary work. Which shape a culture of success in which students aspire to a quality life beyond school. Then in such schools, students will fully participate in their academic and personal development to access a variety of opportunities to meet their needs.
Rationale for Evidence-based Strategy:	Students should be supported in their efforts to reflect on their future and should have multiple opportunities to do so. A school culture committed to promoting students' aspirations for continuing their education must expand beyond just lessons students alone.{Poliner & Lieber 2004)

Action Steps to Implement

Through clear school goals & expectations we will create a school culture that will prepare all students for college or career pathways. The use of Naviance for our career planning, will equip our students with the tools needed to prepare for post-secondary pathways. Advanced Placement, CTE Certification courses, and Dual Enrollment courses opportunities provided to all students that will create and promote the post-secondary culture.

Person Responsible	Ivet Rivera (ivet.rivera@osceolaschools.net)

Monitor teacher progress through lesson plan checks and classroom observations with feedback.

Person Responsible	Ivet Rivera (ivet.rivera@osceolaschools.net)

AP PLC Leader assigned to facilitate collaboration of the content PLC.

Person Responsible	Ivet Rivera (ivet.rivera@osceolaschools.net)

Testing calendar will be coordinated with the District Testing Calendar

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

Ensure 11th and 12th grade students are in CTE

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

Identify Dual Enrollment students, Including eligibility for underclassmen in D.E

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

Progress Monitoring (AP Dashboard) To hold teachers accountable for reviewing class and individual student progress throughout the year in order to identify and address areas in which students struggle with content and skills that will be assessed on the AP Exam. Teachers will use Personal Progress checks to measure student understanding of the content and skills in a unit and provide actionable feedback. This includes addressing quality of rigor and instructional expertise.

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

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

Person Responsible   Latonia Harris (latonia.harris@osceolaschools.net)

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

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

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

Person Responsible   Ivet Rivera (ivet.rivera@osceolaschools.net)

#7. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	The leadership team helps to maintain a cohesive school vision and strategy focused on student achievement. Improvement in this area, rather than the operational management of a school, is the main priority of leadership teams. Effective instructional leadership teams are powerful levers for making change in schools. These teams typically include the principal, assistant principal, instructional coaches, teacher leaders,. and other school leaders and can provide a systematic way for schools to execute their most important priorities. It was found through the I n sight survey submitted by teachers that the re was a need for growth in instructional leadership.
Measureable Outcome:	Insight Survey Retention Section Response 2019-2020 Opportunities to pursue leadership roles 15% 2020-2021 20%
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Increase teachers leadership roles within the school. Leadership roles can improve teacher motivation and confidence in their own abilities and had taught them to motivate, lead and encourage other adults leading to improved self-confidence, increased knowledge, and an improved attitude to teaching among teachers_
Rationale for Evidence-based Strategy:	Great leaders understand that teachers know what their students- and wt, at they themselves-need to succeed. When teachers are involved in examining data and making important decisions based on data that inform how they continuously improve their schools, leadership teams can ensure that everyone in the building is focused on the core business of the school-improving student learning outcomes_When teachers work together in teams, they coach each other, learn from one another, and become experts in specific areas_ This team dynamic-in which everyone plays a role and is valued- provides them with a sate space to refine their practices to improve student outcomes_ It also boosts teacher morale, making it more likely that good teachers will stay in the profession longer_ In these collaborative environments, transparency of practice and data are expected to help drive improvement (Gates Foundation 2019)_

Action Steps to Implement

Strategic planning will move away from "classic" approactles to adaptive ones. Shifting away from making
predictions, collecting data, and executing from the top down-and towards conducting experiments (such as
small, 30-day projects), using pattern recognition, and execution by the wllole

Person Responsible	Latonia Harris (latonia.harris@osceolaschools.net)

The team will create 30-day improvement strategies that actualize the annual goals_ The 30-day period is
intentional because it forces urgency but leaves enough time to change course if the improvement project is
not working_

Person Responsible   Latonia Harris (latonia.harris@osceolaschools.net)

Cultivate a mindset of focus, discipline, and accountability within every staff member and ensure that
concrete actions are taken every day toward goals.

Person Responsible   Latonia Harris (latonia.harris@osceolaschools.net)

Select the team so it has a balance of visionaries and integrators. Both are equally valuable and necessary,
especially with leadership teams

Person Responsible   Latonia Harris (latonia.harris@osceolaschools.net)

Additional Schoolwide Improvement Priorities

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

Reflecting on the EWS data from Part I it was established that the number of student course failure in ELA or Math and the number students with a Level 1 on Statewide assessments will be considered an improvement priority that will be monitored under all the areas of focus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Osceola High School strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and training provided by the school. The school uses the notes from the group discussion to guide writing the plan. Osceola High School believes that positive parent/family involvement is a key component to reach the greatest student achievement possible and will encourage involvement in all school activities.

OHS wants to get parents more involved with the events on campus. Osceola High school will continue to host Dinner with the Doc, which is a time for parents, students, and community members to meet with Dr. Campbell to discuss matters of concern and learn important information.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget						
1	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$12,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	310-Professional and Technical Services	0081 - Osceola High School	Title, I Part A		$12,500.00
			Notes: Notes: Focus is on ELA critical shifts in instruction through standards based differentiated planning and individual instruction. Lesson studies, learning walks, lesson modeling, side-by-side coaching based on data analysis and curriculum alignment will be guided through visits. Major emphasis on restorative practices for building community & Communication. Relates to our SIP goal for ensuring higher levels of literacy by strengthening collaborative processes to ensure that the learning needs of all students are met.			
2	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$22,375.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	310-Professional and Technical Services	0081 - Osceola High School	Title, I Part A		$12,500.00
			Notes: Notes: Focus is on Mathematics critical shifts in instruction through standards based differentiated planning and individual instruction. Lesson studies, learning walks, lesson modeling, side-by-side coaching based on data analysis and curriculum alignment will be guided through visits. Major emphasis on restorative practices for building community & Communication. Relates to our SIP goal for ensuring higher level of mathematics achievement by strengthening collaborative processes to ensure that the learning needs of all students are met.			
	6400	310-Professional and Technical Services	0081 - Osceola High School	Title, I Part A		$9,875.00
			Notes: Notes: Focus is on Mathematics critical shifts in instruction through standards based differentiated planning and individual instruction. Lesson studies, learning walks, lesson modeling, side-by-side coaching based on data analysis and curriculum alignment will be guided through visits. Major emphasis on restorative practices for building community & Communication. Relates to our SIP goal for ensuring higher level of mathematics achievement by strengthening collaborative processes to ensure that the learning needs of all students are met.			
4	**III.A.**	**Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups**				**$0.00**
5	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$0.00**
6	**III.A.**	**Areas of Focus: Other: Schoolwide Post Secondary Culture for all Students**				**$0.00**
7	**III.A.**	**Areas of Focus: Leadership: Instructional Leadership Team**				**$0.00**

	Total:	$34,875.00