



# School Improvement Plan SY 2018-19

## OSCEOLA FUNDAMENTAL HIGH

Michael A. Grego, Ed.D.  
Superintendent  
Pinellas County Schools

## Table of Contents

<b>Continuous Improvement</b> .....	<b>3</b>
<b>Conditions for Learning</b> .....	<b>8</b>
<b>Academic Goals</b> .....	<b>12</b>
A. <b>ELA/Reading Goal</b> .....	13
B. <b>Mathematics Goal</b> .....	14
C. <b>Science Goal</b> .....	15
D. <b>Social Studies Goal</b> .....	16
E. <b>Healthy Schools Goal</b> .....	17
G. <b>Career- and College -Readiness</b> .....	19
H. <b>Graduation Goal</b> .....	21
<b>Subgroups</b> .....	<b>22</b>
A. <b>Bridging the Gap with Equity for All: Black Students</b> .....	22
B. <b>ESE (Optional, based on school data)</b> .....	24
<b>Family and Community Engagement</b> .....	<b>25</b>
<b>SAC Membership</b> .....	<b>27</b>
<b>BUDGET / SIP FUNDS</b> .....	<b>28</b>



## Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



# Vision and Direction

## A. Vision and Direction

### School Profile

<b>Principal:</b>	<b>Michael C. Bohnet</b>	<b>SAC Chair:</b>	<b>Jim Egan</b>
-------------------	--------------------------	-------------------	-----------------

<b>School Vision</b>	Osceola Fundamental High School's vision is to provide a superior education for a diverse community of learners focused on 100% of students graduating.
----------------------	---

<b>School Mission</b>	Osceola Fundamental High School's mission is to sustain an environment where staff, students, parents and community work collaboratively to support all students in meeting or exceeding college and career readiness.
-----------------------	--

### School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1732	80	45	181	68	1354	4

<b>School Grade</b>	<b>2018:</b> A	<b>2017:</b> A	<b>2016:</b> A	<b>Title I</b>	NO
---------------------	-------------------	-------------------	-------------------	----------------	----

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %
<b>Proficiency All</b>	75	67	74	66	86	82	86	84	65	61	97	95
<b>Learning Gains All</b>	63	53	59	55								
<b>Learning Gains L25%</b>	53	60	41	41								

### School Leadership Team

Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Michael	Bohnet	FT	4-10 years
Asst Principal	Christina	Ouellet	FT	4-10 years
Asst Principal	Mark	Robertson	FT	4-10 years
Asst Principal	Daniel	Schmittdiel	FT	Less than 1 year
Teacher Leader	Debbie	Cavagnaro	FT	11-20 years
Teacher Leader	Brian	Yarbrough	FT	4-10 years
Teacher Leader	Barbara	Ferguson	FT	20+ years
Teacher Leader	John	Kontrick	FT	11-20 years
Teacher Leader	James	Hill	FT	11-20 years
Teacher Leader	Kim	Salmon	FT	4-10 years
Teacher Leader	Nyna	Richey	FT	11-20 years
Teacher Leader	Justin	Wilson-Gabor	FT	4-10 years
Equity Champion	Daniel	Schmittdiel	FT	Less than 1 year
Counselor	Electra	Polizzi	FT	11-20 years

<b>Total Instructional Staff:</b>	<b>86</b>	<b>Total Support Staff:</b>	<b>37</b>
-----------------------------------	-----------	-----------------------------	-----------



## B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

**EXAMPLE THEORY OF ACTION:** If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

### 1. Priority 1: Student-Centered with Rigor

**Priority 1 Theory of Action:** If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students achieving proficiency will increase by 5% in Algebra 1 and 2% in all other content areas.

### 2. Priority 2: Standards-based instruction

**Priority 2 Theory of Action:** If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students achieving proficiency will increase by 5% in Algebra 1 and 2% in all other content areas.

### 3. Priority 3: Formative Assessment

**Priority 3 Theory of Action:** If we effectively implement high-leverage strategies which support formative assessment , then the percent of L25 students making learning gains in math and ELA will increase by 9% and 5% respectively.



## C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT	All Priorities	Ensure that instructional practice surrounds implementation of specific strategies related to all priorities	<ul style="list-style-type: none"> <li>Professional development</li> <li>Modeling lesson planning and/or lessons when necessary</li> <li>Facilitating data chats through PLC</li> <li>Observational feedback</li> </ul>	Principal	Assistant Principals, guidance counselors, teacher leaders	Monthly on first Tuesday (and ongoing)	<ul style="list-style-type: none"> <li>Lesson plans aligned to standards</li> <li>Upon observations, students are authentically engaged versus compliant</li> <li>Teachers are engaged in professional development and strategies learned are evident in the classroom</li> </ul>
2.	Tier 3 Problem-solving/Child Study Team	All Priorities	Ensure that struggling students are supported through appropriate,	<ul style="list-style-type: none"> <li>Individual intervention plans</li> <li>Mentoring</li> </ul>	Principal	Social worker, counselors, behavior specialist, VE Specialist	Weekly on Wednesday	<ul style="list-style-type: none"> <li>Student is successfully mastering standards in the classroom</li> </ul>



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			individualized interventions	<ul style="list-style-type: none"> <li>Modeling appropriate behavior</li> <li>Parent contact</li> </ul>				<ul style="list-style-type: none"> <li>Student attendance is consistent</li> </ul>
3.	Departmental Leadership	All Priorities	Ensuring that the department is utilizing professional development opportunities and data analysis effectively to ensure that students are mastering	<ul style="list-style-type: none"> <li>Professional development</li> <li>Modeling lesson planning and/or lessons when necessary</li> <li>Facilitating data chats through PLC</li> <li>Observational feedback</li> </ul>	Department Chair	School admin, teachers	Monthly on first Wednesday	<ul style="list-style-type: none"> <li>Lesson plans aligned to standards</li> <li>Upon observations, students are authentically engaged versus compliant</li> <li>Teachers are engaged in professional development and strategies learned are evident in the classroom</li> <li>PLCs aligned to DuFour's Four Questioning</li> </ul>

## Conditions for Learning

### Climate and Culture

**DATA SOURCES TO REVIEW:**

**REFLECTION (4-Step Problem-Solving):**

1. Our current level of performance in school-wide behavior is 11.1% referral risk per student. We expect our performance level to be reduced to 9.5% referral risk per student by the end of the 2018-19 school year, which is comparable to last the referral risk per student during the 2016-17 school year (9.7).
2. The problem/gap in behavior performance is occurring because lower quality relationships between teachers/administrators and students.
3. Through implementation of Restorative Practices and Culturally Relevant Teaching throughout the year, initially supported with professional development, the problem would be reduced to an equitable referral risk rate for all students *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by meeting weekly to analyze data to determine areas of strength and need for improvement.

**5. SMART GOAL:**

EXAMPLE: The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 31% to 25%, as evidenced by the end of the year ODR data from the School Profile Dashboard. *(include data or research to validate your hypothesis.)*

The referral risk (percentage of students receiving ODRs) of black students receiving referrals will decrease from 25% to 10% (closer representation of black student population), as measured by the end of the year ODR data from the School Profile Dashboard.

**6. STRATEGIES:**

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
- Support the implementation engagement strategies that support the development of social and instructional teaching practices.

**7. ACTION STEPS:** *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	• SBLT/RIT	• July 11/12 • July 11/12
Ensure at least one staff member attend and becomes is a certified Trainer of RP	• SBLT/RIT	• July 11/12
Develop school-wide roll-out and development plan of RP/SEL.	• SBLT/RIT	• July 11/12





Conduct learning opportunities through RP Team conducting PD sessions moving away from punitive approaches	<ul style="list-style-type: none"> <li>SBLT/RIT</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Monitor and support staff for implementation with fidelity.	<ul style="list-style-type: none"> <li>SBLT/RIT</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Update school-wide plan on a monthly basis. <ul style="list-style-type: none"> <li>Celebrate areas of growth</li> <li>Update strategies for areas of improvement</li> </ul>	<ul style="list-style-type: none"> <li>SBLT/RIT</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Conduct learning opportunities <ul style="list-style-type: none"> <li>Utilize lesson plans to teach appropriate behaviors to all students generated in PLCs</li> </ul>	<ul style="list-style-type: none"> <li>SBLT/RIT</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Increased use of community building circles that develop relationships to prevent problem behaviors in the classroom	<ul style="list-style-type: none"> <li>SBLT/RIT</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

### 8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):     Priority 1                       Priority 2                       Priority 3

### 9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development on: <ul style="list-style-type: none"> <li>Intro to Restorative Practices</li> </ul>	Instructional Staff (86)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Addressing MTSS needs through: <ul style="list-style-type: none"> <li>Introduction to Circles</li> </ul>	Instructional Staff (86)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Addressing MTSS needs through: <ul style="list-style-type: none"> <li>Teaching SEL Through Classroom Circles</li> </ul>	Instructional Staff (86)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Addressing MTSS needs through: <ul style="list-style-type: none"> <li>Equity Training from Equity Champions</li> </ul>	Instructional Staff (86)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Addressing MTSS needs through: <ul style="list-style-type: none"> <li>Culturally Relevant Teaching (i.e. AVID strategies utilized in department meetings, faculty meetings, etc.)</li> </ul>	Instructional Staff (86)	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## B. Conditions for Learning: Attendance

### REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 14% absent for 10% or more days of the 2017-18 school year. We expect our performance level to drop from 14% to 10% or less absent for 10% or more days by the end of the 2018-19 school year.
2. The problem/gap in attendance is occurring because of transportation, oversleeping, lack of engagement, etc..
3. If personalized interventions are put in place for identified students through the Child Study/MTSS team, paired with professional development surrounding student centered instruction would occur, the problem would be reduced by 4%, moving from 14% to 10% absent for 10% or more days.
4. We will analyze and review our data for effective implementation of our strategies by throughout and at the conclusion of the 2018-19 school year.

### 5. SMART GOAL:

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students attendance rate will increase from 14% absent for 10% or more days to 10% or less absent for 10% or more days, as measured by consistent attendance data for students throughout the year and implementation of personal interventions when necessary.

### 6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- Strengthen the implementation of Tier I interventions to address and support the needs of students.

### 7. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance taking process and school-wide strategies for positive attendance with all staff.</i>	SBLT/CST	Weekly
<i>Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.</i>	SBLT/CST	Weekly
<i>Develop and implement attendance incentive programs and competitions.</i>	SBLT/CST	Weekly
<i>Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.</i>	SBLT/CST	Weekly
<i>Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.</i>	SBLT/CST	Weekly
<i>Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.</i>	SBLT/CST	Weekly
<i>Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	SBLT/CST	Weekly

### 8. MONITORING:

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):     Priority 1                       Priority 2                       Priority 3



**9. PROFESSIONAL LEARNING:** *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional Development on: <ul style="list-style-type: none"><li>• Early warning signs and identifiers surrounding attendance</li></ul>	Administration, behavior specialist, school leadership, and instructional staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional development on: <ul style="list-style-type: none"><li>• Intro to Restorative Practices</li></ul>	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional development on: <ul style="list-style-type: none"><li>• Student Centered Instruction</li></ul>	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## Academic Goals

### *Instructions*

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

**REFLECTION:** Review your data, and work through the problem-solving and gap analysis processes.

**SMART GOALS:** Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

**STRATEGIES:** Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

**ACTION STEPS:** Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when it is occurring.

**MONITORING:** Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

**PROFESSIONAL LEARNING:** List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



## A. ELA/Reading Goal

### DATA SOURCES TO REVIEW:

#### REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 75%, as evidenced in our FSA ELA results.
2. We expect our performance level to be 77% by the end of the 2018-19 school year.
3. The problem/gap is occurring because of a need to increase opportunities for student centered instruction.
4. If professional development surrounding student centered instruction would occur and was utilized consistently and effectively, the problem would be reduced by increasing the level of rigor in the classroom and student learning gains would increase by 2% or more.

#### 5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving ELA proficiency will increase from 75% to 77%, and an increase in L25 learning gains by 5%, from 53% to 58%, as measured by the FSA ELA.

#### 6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.

#### 7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will participate in bi-weekly PLCs to analyze data, design lesson plans to engage students in standards-based rigorous lessons, and analyze student work to better inform instruction	Teacher leaders and school administration (Bohnet, Ouellet, Robertson, Schmittdiel)	Bi-weekly PLCs
Facilitating professional development on student centered instruction, AVID strategies, standards-based instruction/task-target alignment, and monitoring for learning with feedback/data-analysis	Teacher leaders and school administration (Bohnet, Ouellet, Robertson, Schmittdiel)	PLCs, department meetings, grade level meetings, faculty meetings, and individual coaching cycles when necessary
Instructional rounds to observe, debrief, and facilitate collaboration surrounding effective student-centered instructional strategies in the classroom	Teacher leaders, and school administration (Bohnet, Ouellet, Robertson, Schmittdiel)	Bi-monthly

#### 8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3



**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development on: <ul style="list-style-type: none"> <li>Student centered instruction</li> </ul>	Teachers and school leadership	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development on: <ul style="list-style-type: none"> <li>Standards-based instruction/task-target alignment</li> </ul>	Teachers and school leadership	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development on: <ul style="list-style-type: none"> <li>Monitoring for learning with feedback/data-analysis</li> </ul>	Teachers and school leadership	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

**B. Mathematics Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

- Our current level of performance is 74%, as evidenced in our Algebra 1 and Geometry EOC results.
- We expect our performance level to be 76% overall, with an increase of 5% in Algebra 1, by the end of the 2018-19 school year.
- The problem/gap is occurring because of a need to increase opportunities for student centered instruction.
- If professional development surrounding student centered instruction would occur and was utilized consistently and effectively, the problem would be reduced by increasing the level of rigor in the classroom and student learning gains would increase by 2% or more, with an increase of 5% in Algebra 1.

**5. SMART GOALS:**

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving math proficiency will increase from 74% to at least 76%, with an increase of 5% in Algebra 1, and an increase in L25 learning gains by 9%, from 41% to 50% as measured by the FSA Math.

**6. STRATEGIES:** *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.

**7. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will participate in bi-weekly PLCs to analyze data, design lesson plans to engage students in standards-based rigorous lessons, and analyze student work to better inform instruction	Teacher leaders and school administration (Bohnet, Ouellet, Robertson, Schmittziel)	Bi-weekly PLCs
Facilitating professional development on student centered instruction, AVID strategies, standards-based instruction/task-target alignment, and monitoring for learning with feedback/data-analysis	Teacher leaders and school administration (Bohnet, Ouellet, Robertson, Schmittziel)	PLCs, department meetings, grade level meetings, faculty meetings, and individual coaching cycles when necessary
Instructional rounds to observe, debrief, and facilitate collaboration surrounding effective student-centered instructional strategies in the classroom	Teacher leaders, and school administration	Monthly



	(Bohnet, Ouellet, Robertson, Schmittdiel)	
--	---	--

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3

**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development on: Student centered instruction	Teachers and school leadership	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development on: Standards-based instruction/task-target alignment	Teachers and school leadership	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development on: Monitoring for learning with feedback/data-analysis	Teachers and school leadership	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

**C. Science Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

- Our current level of performance is 86%, as evidenced in our Biology EOC results.
- We expect our performance level to be 88% overall by the end of the 2018-19 school year.
- The problem/gap is occurring because of a need to increase opportunities for student centered instruction.
- If professional development surrounding student centered instruction would occur and was utilized consistently and effectively, the problem would be reduced by increasing the level of rigor in the classroom and student learning gains would increase by 2% or more.

**5. SMART GOALS:**

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving science proficiency in Biology will increase from 86% to at least 88%, as measured by the Biology EOC.

**6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Strengthen staff ability to engage students in complex tasks.  
 Strengthen staff practice to utilize questions to help students elaborate on content.

**7. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will participate in bi-weekly PLCs to analyze data, design lesson plans to engage students in standards-based rigorous lessons, and analyze student work to better inform instruction	Teacher leaders and school administration (Bohnet, Ouellet, Robertson, Schmittdiel)	Bi-weekly PLCs



Facilitating professional development on student centered instruction, AVID strategies, standards-based instruction/task-target alignment, and monitoring for learning with feedback/data-analysis	Teacher leaders and school administration (Bohnet, Ouellet, Robertson, Schmittziel)	PLCs, department meetings, grade level meetings, faculty meetings, and individual coaching cycles when necessary
Instructional rounds to observe, debrief, and facilitate collaboration surrounding effective student-centered instructional strategies in the classroom	Teacher leaders, and school administration (Bohnet, Ouellet, Robertson, Schmittziel)	Monthly

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3

**9. PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development on: Student centered instruction	Teachers and school leadership	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development on: Standards-based instruction/task-target alignment	Teachers and school leadership	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development on: Monitoring for learning with feedback/data-analysis	Teachers and school leadership	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

### D. Social Studies Goal

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

- Our current level of performance is 86%, as evidenced in our US History EOC results.
- We expect our performance level to be 88% overall by the end of the 2018-19 school year.
- The problem/gap is occurring because of a need to increase opportunities for student centered instruction.
- If professional development surrounding student centered instruction would occur and was utilized consistently and effectively, the problem would be reduced by increasing the level of rigor in the classroom and student learning gains would increase by 2% or more.

**5. SMART GOALS:**

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving social studies proficiency in US History will increase from 86% to at least 88%, as measured by the US History EOC.

**6. STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Strengthen staff ability to engage students in complex tasks.
- Strengthen staff practice to utilize questions to help students elaborate on content.





**7. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will participate in bi-weekly PLCs to analyze data, design lesson plans to engage students in standards-based rigorous lessons, and analyze student work to better inform instruction	Teacher leaders and school administration (Bohnet, Ouellet, Robertson, Schmittziel)	Bi-weekly PLCs
Facilitating professional development on student centered instruction, AVID strategies, standards-based instruction/task-target alignment, and monitoring for learning with feedback/data-analysis	Teacher leaders and school administration (Bohnet, Ouellet, Robertson, Schmittziel)	PLCs, department meetings, grade level meetings, faculty meetings, and individual coaching cycles when necessary
Instructional rounds to observe, debrief, and facilitate collaboration surrounding effective student-centered instructional strategies in the classroom	Teacher leaders, and school administration (Bohnet, Ouellet, Robertson, Schmittziel)	Monthly

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3

**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development on: Student centered instruction	Teachers and school leadership	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development on: Standards-based instruction/task-target alignment	Teachers and school leadership	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development on: Monitoring for learning with feedback/data-analysis	Teachers and school leadership	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

**E. Healthy Schools Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance is 5 out of 6 modules in silver, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 6 out of 6 modules eligible for bronze/silver/gold by the end of the 2018-19 school year.
3. The problem/gap is occurring because of a lack of physical activity beyond the recommended minutes.
4. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.



**5. SMART GOALS:**

EXAMPLE: The number of Healthier Generation Assessment modules completed for national recognition will increase from 4 to 6.

Our school will increase from 5 out of 6 modules to 6 out of the 6 modules for bronze/silver, striving for gold recognition, by the end of the 2018-19 school year as evidenced by the Alliance for a Healthier Generation’s Healthy Schools Program Framework.

**6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Strengthen staff ability to engage students in complex tasks.

**7. ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy School Team made up of a minimum of four individuals including, but not limited to: PE/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, Student, etc.	School Administration	August 2018
Attend professional development to support plan	Healthy School Team	Ongoing
Develop a Healthy School Program action plan	Healthy School Team	Ongoing

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3     Other

**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Healthy Schools Program Training (Component #19545)	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Developing and Implementing Action Plan (Component #20528)	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## G. Career- and College -Readiness

### DATA SOURCES TO REVIEW:

#### REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 65%, as evidenced in our school grade data.
2. We expect our performance level to be 70% by the end of the 2018-19 school year.
3. The problem/gap is occurring because of a need to increase opportunities for student centered instruction in advanced classes, increasing the rigor in the classroom, along with increasing enrollment numbers in higher level courses.
4. If ongoing professional development surrounding student centered instruction with rigor, along with providing students with opportunities to take higher level courses, would occur throughout the school year, the problem would be reduced by engaging students in higher level thinking and increasing enrollment numbers in advanced classes.

#### 5. SMART GOALS:

EXAMPLE: The percent of all students successfully completing an acceleration/advanced course will increase from 77% to 89%, as measured by course completion and industry certification data.

The percent of all students enrolled in, and achieving in both certifications and advanced coursework (i.e. DE and AP courses) will increase from 65% to 70%, as measured by consistent use of formative assessment throughout year, DE/AP assessments, successful certifications, and school grade calculation.

#### 6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Strengthen teacher implementation of rigorous instructional practices.
- Enhance access to opportunities for students to engage in advanced/acceleration coursework.
- Strengthen stakeholders' understanding of the Pathways to Graduation (HS) and Advanced Course Pathways (MS).

#### 7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will participate in bi-weekly PLCs to analyze data, design lesson plans to engage students in standards-based rigorous lessons, and analyze student work to better inform instruction	Teacher leaders and school administration (Bohnet, Ouellet, Robertson, Schmittziel)	Bi-weekly PLCs
Facilitating professional development on student centered instruction, AVID strategies, standards-based instruction/task-target alignment, and monitoring for learning with feedback/data-analysis	Teacher leaders and school administration (Bohnet, Ouellet, Robertson, Schmittziel)	PLCs, department meetings, grade level meetings, faculty meetings, and individual coaching cycles when necessary
Instructional rounds to observe, debrief, and facilitate collaboration surrounding effective student-centered instructional strategies in the classroom	Teacher leaders, and school administration (Bohnet, Ouellet, Robertson, Schmittziel)	Monthly

#### 8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3



**9. PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development on: <ul style="list-style-type: none"><li>• Student centered instruction with rigor</li><li>• Monitoring for learning with feedback</li></ul> Standards based instruction	SBLT and Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Scheduling students appropriately	APC, counselors, DMT	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



**H. Graduation Goal**

**DATA SOURCES TO REVIEW:**

**REFLECTION (4 Step Problem-Solving):**

1. Our current level of performance for black students is 86%, as evidenced in the school’s graduation rate data.
2. We expect our performance level to be at 97% by the end of the 2018-19 school year, to match the school’s overall graduation rate from the 2017-18 school year.
3. The problem/gap is occurring because of a need for the effective utilization of restorative practices school wide.
4. If professional development on restorative practice was facilitated, along with ongoing professional develop and monitoring throughout the year would occur, the problem would be reduced by the end of the 2018-19 school year, increasing the graduation rate for black students and providing an equitable educational opportunity for all students.

**5. SMART GOALS:**

The percent of black students graduating on-time with their cohort will increase from 86% graduation rate to 97%, as measured by the end of the 2018-19 school year.

**6. STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- Intensify graduation committee focus on data to plan interventions and supports for individual students.
- Strengthen staff ability to engage students for on-track promotion throughout high school.

**7. ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Tier 3/Child Study Team to identify students requiring personalized intervention</i>	SBLT/MTSS/Child Study Team	Ongoing
<i>Consistent utilization of formative assessment/monitoring for learning with feedback to track student progress toward completion of components of graduation requirements and identify high-risk students</i>	SBLT	Ongoing
<i>Ensure at least one staff member attend and becomes is a certified Trainer of RP</i>	SBLT/RIT	July 11/12

**8. MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1     Priority 2     Priority 3

**9. PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development on: <ul style="list-style-type: none"> <li>• Monitoring for learning with feedback</li> </ul>	Instructional Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Addressing MTSS needs through: Culturally Relevant Teaching (i.e. AVID strategies utilized in department meetings, faculty meetings, etc.)	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



**Subgroups**

**A. Bridging the Gap with Equity for All: Black Students**

**DATA SOURCES TO REVIEW:**

**REFLECTION:**

1. Our current level of performance has a 26% reading proficiency gap between white and black students, as evidenced in the 2017-18 FSA ELA assessment data.
2. We expect our performance level to reduce the achievement gap to 13% or less by the end of the 2018-19 school, through consistent progress monitoring and intervention, based on both classroom and district assessment data.
3. The problem/gap in behavior performance is occurring because lower quality relationships between teachers/administrators and students.
4. If implementing Restorative Practices and Culturally Relevant Teaching through initial professional development support and ongoing support throughout the year, the problem would be reduced by producing an equitable learning opportunity/environment for all students.

**5. SMART GOALS:**

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students displaying proficiency on the FSA ELA will increase to reduce the achievement gap between white and black students from 26% to 13% or lower, as measured by consistent formative assessments, district assessments, and the 2018-19 FSA ELA.

- 6. STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.</li> <li><input checked="" type="checkbox"/> Set up parent conferences with all black students who are not-on-track to graduate to review personalized learning plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased graduation rate</li> </ul>
Student Achievement	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide targeted professional development and coaching to teachers and leaders on culturally relevant strategies to increase engagement and improve pass rates and grade point averages for black students.</li> <li><input checked="" type="checkbox"/> Ensure equity by providing easy access for black students to on-site, college readiness testing in every high school (ACT, SAT, PERT).</li> <li><input checked="" type="checkbox"/> Support teachers by providing professional development on building relationships and sharing student data with black families.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student achievement in all tested areas</li> </ul>
Advanced Coursework	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide training for teachers of accelerated courses that is specific to culturally relevant instruction to ensure engagement of black learners.</li> <li><input checked="" type="checkbox"/> Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased enrollment and achievement in advanced coursework</li> </ul>



## Subgroup Goals

Student Discipline	<input checked="" type="checkbox"/> Provide training for culturally relevant disciplinary practices and ensure strong implementation. <input checked="" type="checkbox"/> Implement Restorative Practices throughout the school.	<ul style="list-style-type: none"> <li>Decrease in student disciplinary infractions throughout the year</li> </ul>
ESE Identification	<input checked="" type="checkbox"/> Utilize supports from district office to ensure interventions are in place and being implemented for black students who receive consent for evaluation. <input checked="" type="checkbox"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification.	<ul style="list-style-type: none"> <li>Measurable student success as a result of effective use of personalized intervention</li> </ul>
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input checked="" type="checkbox"/> Utilize supports from district office to support the shifting of mindset and implementing strategies that recognize unconscious bias, equity and excellence and cultural responsiveness.	<ul style="list-style-type: none"> <li>Increase in minority hiring practices</li> </ul>

**7. MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):  Priority 1       Priority 2       Priority 3

**8. ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Develop school-wide roll-out and development plan of RP/SEL.	SBLT/RIT	Ongoing
Conduct learning opportunities through RP Team conducting PD sessions moving away from punitive approaches	SBLT/RIT	Ongoing
Monitor and support staff for implementation with fidelity.	SBLT/RIT	Ongoing
Increased use of community building circles that develop relationships to prevent problem behaviors in the classroom	SBLT/RIT	Ongoing

**9. PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development on: Intro to Restorative Practices	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Addressing MTSS needs through: Introduction to Circles	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Addressing MTSS needs through: Teaching SEL Through Classroom Circles	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Addressing MTSS needs through: Equity Training from Equity Champions	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Addressing MTSS needs through: Culturally Relevant Teaching (i.e. AVID strategies utilized in department meetings, faculty meetings, etc.)	Instructional Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## B. ESE (Optional, based on school data)

### DATA SOURCES TO REVIEW:

### REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 33% proficient on the FSA ELA, as evidenced by the 2017-18 FSA ELA results.
2. We expect our performance level to be 43% proficient by the end of the 2018-19 school year.
3. The problem/gap is occurring because of a need to increase frequency of monitoring for learning with feedback in the classroom.
4. If professional development surrounding monitoring for learning with feedback strategies and effective utilization of data would occur, ESE achievement on the FSA ELA would increase by at least 5% during the 2018-19 school year.

### 5. SMART GOALS:

The percent of ESE students who display proficiency on the FSA ELA will increase from 33% to 43%, as measured by the FSA ELA during the 2018-19 school year.

6. **STRATEGIES:** (Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)

Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

### 1. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Teachers will participate in bi-weekly PLCs to analyze data, design lesson plans to engage students in standards-based rigorous lessons, and analyze student work to better inform instruction	Teacher leaders and school administration (Bohnet, Ouellet, Robertson, Schmittziel)	Bi-weekly PLCs
Facilitating professional development surrounding monitoring for learning with feedback, data-analysis, and differentiated instruction	Teacher leaders and school administration (Bohnet, Ouellet, Robertson, Schmittziel)	PLCs, department meetings, grade level meetings, faculty meetings, and individual coaching cycles when necessary

### 2. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):  Priority 1  Priority 2  Priority 3

### 3. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development on: Standards-based instruction/task-target alignment	Teachers and school leadership	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development on: Monitoring for learning with feedback/data-analysis	Teachers and school leadership	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Professional development on: Differentiated instruction	Teachers and school leadership	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3





## Family and Community Engagement

### STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> <li>• OFHS will communicate with families about their students' progress and school processes/practices by providing online progress reports at the end of each grading period. Parents and Students will also have access to grades and assignments through parent/student portal.</li> </ul>	<ul style="list-style-type: none"> <li>• SBLT</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> <li>• OFHS provides academic tools to families in support of their student's achievement at home by keeping our website/resources current. Students can use the homework helpline. NHS students tutor after school Monday through Thurs.</li> </ul>	<ul style="list-style-type: none"> <li>• SBLT</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> <li>• OFHS has required monthly parent meetings. Information to be presented at the monthly PTA and SAC meetings by Mr. Bohnet. Parents can also advocate for their students by becoming a board member of SAC.</li> </ul>	<ul style="list-style-type: none"> <li>• SBLT</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> <li>• The OFHS Family &amp; Community Relations/Debbie Giovo will reach out to various community businesses and civic organizations to</li> </ul>	<ul style="list-style-type: none"> <li>• SBLT</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>



	<p>share information about our school and determine if there are resources available to support students in Osceola Fundamental High School throughout the school year. The Family and Community Relations Liaison will also reach out to the community and the OFHS parents to increase mentor support for Take Stock In Children Scholars.</p>		
--	--	--	--

**5. MONITORING:**

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies):     Priority 1                       Priority 2                       Priority 3

**6. PROFESSIONAL LEARNING:**

Professional Learning Description	Participants (number and job titles)	Priority Alignment
<p>Professional Development on:</p> <ul style="list-style-type: none"> <li>• True Colors to increase cultural awareness, relevancy, building relationships within the community and classroom, etc.</li> </ul>	SBLT	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



## SAC Membership

First Name	Last Name	Race	Stakeholder Group
TBD	TBD	Select	Choose an item.
TBD	TBD	Select	Choose an item.
TBD	TBD	Select	Choose an item.
TBD	TBD	Select	Choose an item.
TBD	TBD	Select	Choose an item.
TBD	TBD	Select	Choose an item.
TBD	TBD	Select	Choose an item.
TBD	TBD	Select	Choose an item.
TBD	TBD	Select	Choose an item.
TBD	TBD	Select	Choose an item.
TBD	TBD	Select	Choose an item.
TBD	TBD	Select	Choose an item.
TBD	TBD	Select	Choose an item.
TBD	TBD	Select	Choose an item.
TBD	TBD	Select	Choose an item.

## SAC COMPLIANCE

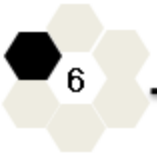
Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

Yes  No, the steps being taken to meet compliance are (describe below):

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

Yes, Committee Approval Date: Click or tap to enter a date.  No

SIP will be discussed at our first SAC meeting on September 17<sup>th</sup>, 2018



## BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource. Budgeted amounts are approximations.

Budget Categories		Amount
<b>1. Academic Support</b>		<b>\$ [Insert amount for category]</b>
	To be determined after funds are made available	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>2. Behavioral Support</b>		<b>\$ [Insert amount for category]</b>
	To be determined after funds are made available	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
<b>3. Materials and Supplies</b>		<b>\$ [Insert amount for category]</b>
	To be determined after funds are made available	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
<b>4. Employee Expenses (i.e., travel, registration fees, etc.)</b>		<b>\$ [Insert amount for category]</b>
	To be determined after funds are made available	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
<b>5. Professional Learning and Training (not employee expenses. Categories could include TDE, stipends, etc.)</b>		<b>\$ [Insert amount for category]</b>
	To be determined after funds are made available	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
<b>6. Other (please list below)</b>		<b>\$ [Insert amount for category]</b>
	Family and Community Liaison will work an extra hour each day to continue work on 5 star, volunteers	\$3000



# Budget and Other Requirements

	and volunteer background checks for security, mentors for students, etc.	
	[Describe each on a separate row]	[Insert Amount]
<b>TOTAL \$ [Insert total estimated SIP Budget]</b>		