

Pinellas County Schools

Osceola Fundamental High



2019-20 School Improvement Plan

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Osceola Fundamental High

9751 98TH ST, Seminole, FL 33777

<http://www.osceola-hs.pinellas.k12.fl.us/>

Demographics

Principal: Michael Bohnet C

Start Date for this Principal: 7/1/2010

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	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	22%
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 Grade	2018-19: A
School Grades History	2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	N/A
* 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 Pinellas County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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.

Provide the school's vision statement

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Bohnet, Michael	Principal
Principal	
Schmittdiel, Daniel	Assistant Principal
Assistant Principal	
Robertson, Mark	Assistant Principal
Assistant Principal	
Porter, Melissa	Assistant Principal
Assistant Principal	
Domante Hartzell, Stacey	Other
Other	
Ferguson, Barbara	Teacher, K-12
Teacher, K-12	
Griggs, Rebecca	Teacher, K-12
Teacher, K-12	
Gunnin, Jim	Teacher, K-12
Teacher, K-12	
Hill, James	Teacher, K-12
Teacher, K-12	
Piscalko, Brian	Attendance/Social Work
Attendance/Social Work	
Polizzi, Electra	Guidance Counselor
Guidance Counselor	
Quimby, Amber	Teacher, K-12
Teacher, K-12	
Rein, Debbie	Teacher, K-12
Teacher, K-12	
Richey, Nyna	Teacher, K-12
Teacher, K-12	
Salmon, Kim	Teacher, ESE
Teacher, ESE	
Stolz, Juliana	Instructional Media
Instructional Media	
Weiner, Elizabeth	Teacher, K-12
Teacher, K-12	
Yarbrough, Brian	Teacher, K-12
Teacher, K-12	

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	468	438	444	377	1727
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	38	27	40	45	150
One or more suspensions	0	0	0	0	0	0	0	0	0	5	6	12	8	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	18	27	27	2	74
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	54	33	27	8	122

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	0	17	8	18	9	52

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	6	7	25	5	43
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	2	2

FTE units allocated to school (total number of teacher units)

69

Date this data was collected or last updated

Monday 7/15/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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	77%	56%	56%	75%	56%	56%
ELA Learning Gains	61%	51%	51%	63%	53%	53%
ELA Lowest 25th Percentile	58%	43%	42%	53%	44%	44%
Math Achievement	80%	45%	51%	74%	46%	51%
Math Learning Gains	59%	44%	48%	59%	48%	48%
Math Lowest 25th Percentile	57%	41%	45%	41%	42%	45%
Science Achievement	88%	64%	68%	86%	66%	67%
Social Studies Achievement	90%	71%	73%	86%	72%	71%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	468 (0)	438 (0)	444 (0)	377 (0)	1727 (0)
Attendance below 90 percent	38 ()	27 ()	40 ()	45 ()	150 (0)
One or more suspensions	5 (0)	6 (0)	12 (0)	8 (0)	31 (0)
Course failure in ELA or Math	18 (0)	27 (0)	27 (0)	2 (0)	74 (0)
Level 1 on statewide assessment	54 (0)	33 (0)	27 (0)	8 (0)	122 (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.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	79%	54%	25%	55%	24%
	2018	76%	53%	23%	53%	23%
Same Grade Comparison		3%				
Cohort Comparison						
10	2019	74%	53%	21%	53%	21%
	2018	74%	54%	20%	53%	21%
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	88%	62%	26%	67%	21%
2018	85%	63%	22%	65%	20%
Compare		3%			
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	90%	70%	20%	70%	20%
2018	86%	70%	16%	68%	18%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	55%	18%	61%	12%
2018	70%	57%	13%	62%	8%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	81%	56%	25%	57%	24%
2018	76%	56%	20%	56%	20%
Compare		5%			

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	59	50	43	59	40	17	63	86		94	47
ELL	40	52	47	78	61		80			91	50
ASN	87	61	69	74	50		90	92			
BLK	59	48	45	73	38		50	91			
HSP	75	54	43	75	63	65	84	89		96	72
MUL	85	61		84	64		95	86		100	53
WHT	77	63	61	81	59	55	90	90		98	67
FRL	70	55	56	76	52	49	89	90		98	52

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	53	53	46	60	40	24	78	71		83	32
ELL	29	47	46	75	67						
ASN	80	66	43	76	69		89	92			
BLK	55	71	67	53	67		67			90	
HSP	67	64	48	66	55	29	79	78		100	55
MUL	77	59		91	53		89	91		91	90
WHT	76	62	54	75	59	41	87	87		98	66
FRL	64	60	51	68	61	43	77	71		96	64

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)	N/A
OVERALL Federal Index - All Students	73
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	806
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	63
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	75
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	58
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	72
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	79
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 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	74
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	69
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

The data component that showed the lowest proficiency during the 2018-19 school year was our Math L25 Learning Gains. There was an increase of 16% in this category this year, but it is still our lowest performing area at 57%. Some contributing factors include a need for structured PLCs surrounding data to drive differentiated instruction in the classroom. The gains were evident due to implementation of strategies surrounding this last year and will be continued with greater fidelity in the 2019-20 school year.

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

The data component that showed the greatest decline during the 2018-19 school year was our ELA Learning Gains. Some contributing factors include a need for consistent progress monitoring to drive instructional practice for all students in the classroom.

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

There were a few notable data components that showed the greatest gap when compared to the state average. Though all components of our school grade were higher than the state average, we selected three that were within 11% of the state average: College and Career Acceleration (6%), ELA Learning Gains (10%), and Math Learning Gains (11%). Some contributing factors include a need for consistent progress monitoring to drive instructional practice for all students in the classroom, increased enrollment in Advanced Placement/Dual Enrollment courses, and ongoing differentiated support to meet the needs of all students.

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

The data component that showed the most improvement was our Math L25 Learning Gains. Though this is still our lowest school grade component at 57%, we observed growth of 16% from the previous year. This can be attributed to implementation of differentiated instructional practices and engagement strategies in the classroom.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two EWS data points that are cause for concern are both attendance and level one scores on statewide assessments. Our data shows that approximately 8% and 7% of our students fall into these categories respectively.

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

1. Attendance
2. Math L25 Learning Gains
3. ELA Learning Gains
4. Math Learning Gains
5. Subgroup Data (bridging the gap)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Mathematics Goal
Rationale	Our current level of performance is 80%, as evidenced by the Algebra 1 EOC and Geometry EOC. The problem/gap is occurring because of the need for increased student-centered instruction and rigor in the classroom. If professional development opportunities surrounding student-centered instruction and rigor through AVID strategies are provided and implemented, there would be a student increase of 3% or more, with an increase of 5% in Algebra 1.
State the measureable outcome the school plans to achieve	The percent of all students achieving math proficiency will increase from 80% to 83%, with an increase of 5% on the Algebra 1 EOC, and an increase in L25 learning gains by 5%, from 57% to 62% as measured by the Algebra 1 EOC and Geometry EOC.
Person responsible for monitoring outcome	Daniel Schmitt diel (schmitt diel@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Strengthen staff pedagogical practice to engage students in complex tasks. - Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy	By providing professional development opportunities surrounding student-centered instruction, and rigor through AVID strategies and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers engaging in professional development in student-centered instruction, AVID strategies, and rigor in the classroom. 2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies, with structured debrief sessions, and implement in the classroom with actionable feedback. 3. Teachers participate in bi-weekly PLCs, with the purpose of analyzing data to drive instruction. 4. Conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments. 5. Continue weekly tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students. 6. Implement new tutoring program during lunches 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school. Reevaluate at end of first marking period to determine need for increased frequency. 7. Utilize Extended Learning Program designed for Credit Recovery 2x/week in both Mathematics and English Language Arts to ensure students are provided consistent remedial support outside of the classroom.
Person Responsible	Daniel Schmitt diel (schmitt diel@pcsb.org)

#2

Title English/Reading Goal

Rationale

Our current level of performance is 77%, as evidenced by the FSA ELA assessment. The problem/gap is occurring because of the need for increased student-centered instruction and rigor in the classroom. If professional development opportunities surrounding student-centered instruction and rigor through AVID strategies are provided and implemented, there would be a student increase of 5% or more.

State the measureable outcome the school plans to achieve

The percent of all students achieving ELA proficiency will increase from 77% to 82%, and an increase in L25 learning gains by 7%, from 58% to 65% as measured by the FSA ELA assessment.

Person responsible for monitoring outcome

Melissa Porter (porterm@pcsb.org)

Evidence-based Strategy

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

Rationale for Evidence-based Strategy

By providing professional development opportunities surrounding student-centered instruction, and rigor through AVID strategies and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Step

1. Facilitate professional development (outside consultant) on student-centered instruction, AVID strategies, and rigor in the classroom.
2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies, with structured debrief sessions, and implement in the classroom with actionable feedback.
3. Teachers participate in bi-weekly PLCs, with the purpose of analyzing data to drive instruction.
4. Conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments.
5. Continue weekly tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students.
6. Implement new tutoring program during lunches 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school. Reevaluate at end of first marking period to determine need for increased frequency.
7. Utilize Extended Learning Program designed for Credit Recovery 2x/week in both Mathematics and English Language Arts to ensure students are provided consistent remedial support outside of the classroom.
8. New instructors become members of ELA cadre, meeting 2x/quarter, working on professional development to increase their pedagogical practices in the classroom.

Description

Person Responsible Melissa Porter (porterm@pcsb.org)

#3

Title Social Studies Goal

Rationale

Our current level of performance is 90%, as evidenced by the US History EOC. The problem/gap is occurring because of the need for increased student-centered instruction and rigor in the classroom. If professional development opportunities surrounding student-centered instruction and rigor through AVID strategies are provided and implemented, there would be a student increase of 3% or more.

State the measureable outcome the school plans to achieve

The percent of all students achieving Social Studies proficiency will increase from 90% to 93%, as measured by the US History EOC.

Person responsible for monitoring outcome

Mark Robertson (robertsonm@pcsb.org)

Evidence-based Strategy

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

Rationale for Evidence-based Strategy

By providing professional development opportunities surrounding student-centered instruction, and rigor through AVID strategies and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Step**Description**

1. Facilitate professional development (outside consultant) on student-centered instruction, AVID strategies (i.e. Focused Notetaking), and rigor in the classroom.
2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies, with structured debrief sessions, and implement in the classroom with actionable feedback.
3. Teachers participate in bi-weekly PLCs, with the purpose of analyzing data to drive instruction.
4. Conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments.
5. Teachers utilize "Focus on the Five" strategy for personalized remediation after each cycle assessment, post-data chats.
6. Continue weekly tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students.
7. Implement new tutoring program during lunches 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school. Reevaluate at end of first marking period to determine need for increased frequency.
8. Utilize Extended Learning Program designed for Credit Recovery 2x/week in Social Studies to ensure students are provided consistent remedial support outside of the classroom.

Person Responsible Mark Robertson (robertsonm@pcsb.org)

#4	
Title	Science Goal
Rationale	Our current level of performance is 88%, as evidenced by the Biology EOC. The problem/gap is occurring because of the need for increased differentiated instruction and rigor in the classroom. If professional development opportunities surrounding student-centered instruction and rigor through AVID strategies are provided and implemented, there would be a student increase of 3% or more.
State the measureable outcome the school plans to achieve	The percent of all students achieving Science proficiency will increase from 88% to 91%, as measured by the Biology EOC.
Person responsible for monitoring outcome	Mark Robertson (robertsonm@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Strengthen staff pedagogical practice to engage students in complex tasks. - Strengthen staff pedagogical practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy	By providing professional development opportunities surrounding differentiated instruction and rigor through AVID strategies and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.
Action Step	
Description	<ol style="list-style-type: none"> 1. Facilitate professional development (outside consultant) on student-centered instruction, AVID strategies, and rigor in the classroom. 2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies, with structured debrief sessions, and implement in the classroom with actionable feedback. 3. Teachers participate in bi-weekly PLCs, with the purpose of analyzing data to drive instruction. 4. Conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments. 5. Continue to offer weekly tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students. 6. Implement new tutoring program during lunches 2x/week run by teachers and National Honors Society students in all content areas to remove any transportation barriers after school. Reevaluate at end of first marking period to determine need for increased frequency. 7. Utilize Extended Learning Program designed for Credit Recovery 2x/week in Science to ensure students are provided consistent remedial support outside of the classroom.
Person Responsible	Mark Robertson (robertsonm@pcsb.org)

#5	
Title	College and Career Readiness Goal
Rationale	Our current level of performance is 67%, as evidenced by our school grade data. 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, and a need for increased enrollment numbers in Advanced Placement, Dual Enrollment, and Industry Certification courses on and off campus. If ongoing professional development surrounding student centered instruction with rigor, along with providing students with opportunities to take higher level courses (AP and DE) 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 (along with higher enrollment), resulting in a gain of 8%.
State the measureable outcome the school plans to achieve	The percent of all students enrolled in, and achieving in both certifications and advanced coursework (i.e. DE and AP courses) will increase from 67% to 75%, as measured by consistent use of formative assessment throughout year, AP assessments, successful certifications, and school grade calculation.
Person responsible for monitoring outcome	Daniel Schmitt diel (schmitt diel@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Strengthen staff ability to engage students in complex tasks. - Strengthen staff practice to utilize questions to help students elaborate on content. - Industry Cert Trainings/Professional Development for teachers - once each semester by County at OFHS in RM 102
Rationale for Evidence-based Strategy	By providing professional development opportunities surrounding student-centered instruction, and rigor through AVID strategies and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in students to engage in more rigorous tasks in the classroom at an appropriate cognitive level. Teachers are certified in same programs and highly qualified to teach the programs
Action Step	
Description	<ol style="list-style-type: none"> 1. Facilitate professional development on student-centered instruction, AVID strategies, and rigor in the classroom. 2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies, with structured debrief sessions, and implement in the classroom with actionable feedback. 3. Teachers participate in bi-weekly PLCs, with the purpose of analyzing data to drive instruction. 4. Conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments. 5. Collaborate with guidance to ensure students are provided effective mentoring students surrounding course offerings and challenging themselves in rigorous classes. 6. Continue weekly tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students.

7. Implement new tutoring program during lunches 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school. Reevaluate at end of first marking period to determine need for increased frequency.
8. Utilize Extended Learning Program designed for Credit Recovery 2x/week in both Mathematics and English Language Arts to ensure students are provided consistent remedial support outside of the classroom.
9. Identify specific students missing an AP assessment credit, Dual Enrollment, or qualifying Industry Certifications both enrolled in academy courses and those that are not to build an individualized plan for specific students.

**Person
Responsible**

Daniel Schmittiel (schmittield@pcsb.org)

#6	
Title	Graduation Goal
Rationale	Our current level of performance for black students is 94%, as evidenced in the school's graduation rate data. The problem/gap is occurring because of a lack of effective utilization of restorative practices school wide. 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 2019-20 school year, increasing the graduation rate for black students to 100% and providing an equitable educational opportunity for all students.

State the measureable outcome the school plans to achieve	The percent of black students graduating on-time with their cohort will increase from 94% graduation rate to 100%, as measured by the end of the 2019-20 school year.
Person responsible for monitoring outcome	Michael Bohnet (bohnetm@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - 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.
Rationale for Evidence-based Strategy	<p>By effectively monitoring students through consistent monitoring both Tier 1 and Tier 2/3 Students (through CST), black student graduation rate will increase, lowering the gap.</p> <p>Additionally, by providing professional development opportunities surrounding student-centered instruction, and rigor through AVID strategies and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.</p>

Action Step

Description	<ol style="list-style-type: none"> 1. Tier 3/Child Study Team to identify students requiring personalized intervention. 2. 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. 3. Continue professional development opportunities for SLT and departments to increase effective us of RP strategies in the classroom. 4. Continue weekly tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students. 5. Implement new tutoring program during lunches 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school. Reevaluate at end of first marking period to determine need for increased frequency. 6. Utilize Extended Learning Program designed for Credit Recovery 2x/week
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in both Mathematics and English Language Arts to ensure students are provided consistent remedial support outside of the classroom.

**Person
Responsible**

Michael Bohnet (bohnetm@pcsb.org)

#7	
Title	Bridging the Gap Goal
Rationale	Our current level of performance has a 21% reading proficiency gap between white and black students, as evidenced in the 2017-18 FSA ELA assessment data. The problem/gap in behavior performance is occurring because lower quality relationships between teachers/administrators and students. 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.
State the measureable outcome the school plans to achieve	The percent of black students displaying proficiency on the FSA ELA will increase to reduce the achievement gap between white and black students from 21% to 0% or lower, as measured by consistent formative assessments, district assessments, and the 2019-20 FSA ELA.
Person responsible for monitoring outcome	Michael Bohnet (bohnetm@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - 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. - Ensure equity by providing easy access for black students to onsite, college readiness testing in every high school (ACT, SAT, PERT), along with equal access to college level coursework and support on campus. - Provide training for teachers of accelerated courses that is specific to culturally relevant instruction to ensure engagement of black learners. - Implement Restorative Practices (RP) throughout the school. - Utilize supports from district office to support the recruitment and retention of black applicants.
Rationale for Evidence-based Strategy	<p>Each strategy was selected surrounding the varying components that go into bridging the gap (graduation rate, student achievement, advanced coursework, student discipline, and minority hiring).</p> <p>Additionally, by providing professional development opportunities surrounding student-centered instruction, and rigor through AVID strategies and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop school-wide roll-out and development plan of RP. 2. Conduct learning opportunities through RP Team conducting professional development (PD) sessions moving away from punitive approaches. 3. Monitor and support staff for implementation with fidelity. 4. Increased use of community building circles that develop relationships to prevent problem behaviors in the classroom. 5. Continue weekly tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all

students.

6. Implement new tutoring program during lunches 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school. Reevaluate at end of first marking period to determine need for increased frequency.

7. Utilize Extended Learning Program designed for Credit Recovery 2x/week in both Mathematics and English Language Arts to ensure students are provided consistent remedial support outside of the classroom.

**Person
Responsible**

Michael Bohnet (bohnetm@pcsb.org)

#8	
Title	School Climate/Conditions for Learning Goal
Rationale	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 2019-20 school year, which would be a 2.6% reduction from the last two years' referral risk per student (during the 2017-18 school year, referral risk was also 11.1%). The problem/gap in behavior performance is occurring because lower quality relationships between teachers/administrators and students. 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. 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.
State the measurable outcome the school plans to achieve	The referral risk for all students will be reduced from 11.1% to 9.5% (below the referral risk during the 2016-17 school year), as measured by the end of the year ODR data from the School Profile Dashboard.
Person responsible for monitoring outcome	Michael Bohnet (bohnetm@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - 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.
Rationale for Evidence-based Strategy	Each strategy will have an integral part in increasing relational capacity of staff and students to positively impact and lower levels of disciplinary disparities among students on campus.
Action Step	
Description	<ol style="list-style-type: none"> 1. Attend district-led, two-day team training for Restorative Approaches and SEL 2. Ensure at least one staff member attend and becomes is a certified Trainer of RP 3. Develop school-wide roll-out and development plan of RP/SEL. 4. Partnership with Community Tampa Bay to facilitate Youth Leadership Conferences. 5. Full faculty training in Defining Bias.
Person Responsible	Michael Bohnet (bohnetm@pcsb.org)

#9	
Title	Attendance Goal
Rationale	Our current attendance rate is 15% absent for 10% or more days of the 2018-19 school year. We expect our performance level to drop from 15% to 10% or less absent for 10% or more days by the end of the 2019-20 school year. The problem/gap in attendance is occurring because of transportation, oversleeping, lack of engagement, etc.. 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 5%, moving from 15% to 10% absent for 10% or more days. We will analyze and review our data for effective implementation of our strategies by throughout and at the conclusion of the 2019-20 school year.
State the measureable outcome the school plans to achieve	The percent of all students attendance rate will increase from 15% 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.
Person responsible for monitoring outcome	Michael Bohnet (bohnetm@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - 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.
Rationale for Evidence-based Strategy	Each strategy will have an integral part in addressing areas of concern regarding individual students and alarming attendance patterns.
Action Step	
Description	<ol style="list-style-type: none"> 1. Review attendance taking process and school-wide strategies for positive attendance with all staff. 2. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier. 3. Develop and implement attendance incentive programs and competitions. 4. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. 5. Review data and effectiveness of school-wide attendance strategies on a biweekly basis. 6. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis. 7. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).

Person Responsible Michael Bohnet (bohnetm@pcsb.org)

#10	
Title	Family and Community Engagement Goal
Rationale	We currently have high attendance rates at our monthly SAC, PTSA, Freshman, Senior, and Booster meetings. If we reached out to families with surveys regarding the content they'd appreciate covered at the meetings, we would have a higher level of engagement and value surrounding the meetings.
State the measureable outcome the school plans to achieve	If we send a survey to all families every quarter to probe for relevant content for meetings during each report period, our level of engagement and value surrounding meetings will increase. This will be measured with an end of the year climate survey.
Person responsible for monitoring outcome	Michael Bohnet (bohnetm@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Effectively communicate with families about their students' progress and school processes/practices. - Provide academic tools to families in support of their students' achievement at home. - Purposefully involve families with opportunities for them to advocate for their students. - Intentionally build positive relationships with families and community partners.
Rationale for Evidence-based Strategy	By focusing on the strategies above, we will increase family awareness and involvement in their child's education, having a positive impact on their educational experience in high school.
Action Step	
Description	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. 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. 4. The OFHS Family & Community Relations/Debbie Giovo will reach out to various community businesses and civic organizations to 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.

Person Responsible Michael Bohnet (bohnetm@pcsb.org)

#11

Title Healthy Schools Goal

Rationale

Our current level of performance is 0 out of 6 modules fully in place, with 5/6 modules with at least 50% of the components fully in place, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework. The problem/gap is occurring because of a lack of physical activity beyond the recommended minutes. 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, and an increase in modules reaching 100% "fully in place".

State the measurable outcome the school plans to achieve

Our school will increase from 0 out of 6 modules "fully in place" to 3 out of 6 modules "fully in place", with all 6 out of 6 modules at least 50% of the components fully in place, by the end of the 2019-20 school year as evidenced by the Alliance for a Healthier Generation's Healthy Schools Program Framework.

Person responsible for monitoring outcome

Michael Bohnet (bohnetm@pcsb.org)

Evidence-based Strategy

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

Rationale for Evidence-based Strategy

Each strategy will have an integral part in impacting our progress toward greater proficiency regarding the various Healthy Schools modules/components, providing a healthier experience for our students and faculty.

Action Step

Description

1. 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.
2. Attend professional development to support plan
3. Develop a Healthy School Program action plan

Person Responsible

Michael Bohnet (bohnetm@pcsb.org)

#12**Title**

ESE Goal

Rationale

Our current level of performance is 40% proficient on the FSA ELA, as evidenced by the 2018-19 FSA ELA results. The problem/gap is occurring because of a need to increase frequency of monitoring for learning with feedback in the classroom and use of engaging, high yield AVID strategies to increase the level of rigor in instruction. If professional development surrounding both would occur, ESE achievement on the FSA ELA would increase by at least 5%, or more, during the 2018-19 school year.

State the measureable outcome the school plans to achieve

The percent of ESE students who display proficiency on the FSA ELA will increase from 40% to 45%, as measured by the FSA ELA during the 2019-20 school year.

Person responsible for monitoring outcome

Melissa Porter (porterm@pcsb.org)

Evidence-based Strategy

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

Rationale for Evidence-based Strategy

By providing professional development opportunities surrounding student-centered instruction, and rigor through AVID strategies and development of higher order thinking questions, teachers will strengthen their pedagogical practices, which will result in students to engage in more rigorous tasks in the classroom at an appropriate cognitive level.

Action Step

1. Facilitate professional development on student-centered instruction, AVID strategies, and rigor in the classroom.
2. Strategy Walks/Instructional Rounds during planning periods and TDEs surrounding high yield AVID strategies, with structured debrief sessions, and implement in the classroom with actionable feedback.
3. Teachers participate in bi-monthly PLCs, with the purpose of analyzing data to drive instruction.
4. Conduct data chats with teachers surrounding classroom data formative/summative assessment data and cycle assessments.
5. Continue weekly tutoring schedule for all content areas to ensure extra support outside of the classroom is provided on a regular basis for all students.
6. Implement new tutoring program during lunches 2x/week run by teachers and NHS students in all content areas to remove any transportation barriers after school. Reevaluate at end of first marking period to determine need for increased frequency.
7. Utilize Extended Learning Program designed for Credit Recovery 2x/week in both Mathematics and English Language Arts to ensure students are provided consistent remedial support outside of the classroom.

Description

Person Responsible Melissa Porter (porterm@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

For all other needs, we will work collaboratively with all stakeholders to ensure all individualized needs are met for each student.