



# School Improvement Plan 2017-18

## Osceola Fundamental High School

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools



## School Profile

<b>Principal:</b> Michael C. Bohnet	<b>SAC Chair:</b> Jim Egan
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<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.
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<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.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1778	4	2	10	4	78	2

<b>School Grade</b>	<b>2017:</b> A	<b>2016:</b> A	<b>2015:</b> A	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All		69		55		80		84		58		98
Learning Gains All		48		41								
Learning Gains L25%		54		32								

School Leadership Team				
Position	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	Evelyn "Lynne"	Mowatt	FT	4-10 years
Asst Principal	Mark	Robertson	FT	4-10 years
Teacher Leader	Debbie	Cavagnaro	FT	11-20 years
Teacher Leader	Holly	Roush	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	Lori	Stone	FT	4-10 years
Counselor	Patricia	McDaniel	FT	4-10 years
<b>Total Instructional Staff:</b>	<b>13</b>		<b>Total Support Staff:</b>	<b>0</b>



# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Due to the nature of being a fundamental school, Osceola has expectations that are designed to promote safe, respectful and civil behavior along with high academic standards. As such, there is a behavior hierarchy in place which is part of the fundamental school guidelines as well as a school-wide discipline plan. The plan is posted in the classroom so that students are able to view the expectations at any given time. Fundamental guidelines are reviewed at Freshman Orientation, and parent meetings. A high level of communication with parents and students is maintained throughout each school year. There is a system for demerits and detentions. Demerits and detentions are tracked, interventions put into place and whenever necessary reviewed by the school’s Intervention and Appeals Committee (IAC) for recommendations. Components of Positive Behaviors Supports are embedded into the School-Wide Behavior Plan, SIP and Discipline Plan.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

School-wide expectations are reviewed at the first faculty meeting of the year (this is a necessary step in ensuring fundamental policies and procedures are followed in a consistent manner). Teachers have written classroom management plans that are consistent with the fundamental agreements. Teachers are monitored through walk-throughs and review of paperwork to make sure that all expectations are followed.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

For the 2017-2018 school year, a Freshman Experience class will be offered designed to support organizational and study skills with a focus on developing effective habits for success in school. Restorative practice will be a focus in faculty meetings, PLC’s, and deliberate classroom instruction using such methods as small groups, collaborative structures, and project based learning.

## Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

MTSS and Child Study Team Meetings occur on a weekly basis. The team reviews all data related to attendance, course failures, and discipline. The team identifies students that require intervention and a plan is developed. In addition, students are placed in ELP for credit recovery or will have the course placed in their schedule. Attendance letters are sent when a student reaches 5 absences. Teachers and administrators call parents to stress the importance of student attendance. Check and Connect will continue to be implemented with students identified as needing mentoring and accountability for grades and attendance. In addition, administrators conduct walk-throughs and attend PLC meetings to ensure core instruction is solid and teachers are maintaining high expectations.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

School counselors complete credit checks twice a year (more if needed for particular students). Students who need special assistance are identified and discussed at each MTSS meeting. Attendance and grades are also monitored at MTSS meetings. Attendance is reviewed weekly utilizing attendance data from FOCUS. Cohort reports for each grade level are provided to the team. Students at-risk are identified, particularly senior students and they are monitored all year. The VE Specialist monitors all students with IEPs and assists with intervention suggestions. This will work towards reaching our vision goal of having 100% of our students graduate.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

School leadership models learning and shares expectations with staff. Walk-throughs with targeted feedback take place regularly. Administrators attend department meetings and PLCs

 **School Culture, Climate / SWBP / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture and climate at your school?	
Engage in activities throughout the school year to boost morale amongst staff, students and parents as evidenced by data collected from Advanced Ed surveys in April.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Develop Principal’s Advisory Group (Bohnet’s Bunch) with students Staff recognition and incentives on a regular basis Monthly meeting previews for parents prior to each monthly meeting	Administrative Staff – Bohnet, Ouellet, Mowatt, Robertson
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Referrals for black students will reduce from 2.3% of overall student referrals to 2% or less through the use of restorative practice such as small group collaboration structures and cultural awareness classroom practice.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Content materials that are differentiated by student interests, cultural background, prior knowledge, and skill level along with mentoring.	Bohnet
<b>Optional Goal:</b> Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



## Standards-Based Instruction for Learning

Connections: District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 1,2,3,4

**7.** Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

Teachers have participated in Core Connections training (English and Social Studies). Department chairs participate in meetings with content area supervisors. Teachers engage in planning based upon information obtained in DWT. ISM visits with supervisors to gather walk-through data and to engage in discussions based upon feedback. Teachers have engaged in lesson planning based upon state core standards and have developed goals and scales to monitor student progress. Teacher use of standards, goals and scales continued to increase this year. We continue to increase our advanced coursework offerings by adding Advanced Placement and Dual Enrollment courses. A personalized learning academy was implemented this year and designed to engage students in project-based, personalized learning courses.

**8.** In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

More active engagement in the classrooms versus passive engagement observed in some classrooms. Walk-through data obtained by administrators and also through ISM visits. Student surveys indicate the need for more hands-on activities in the classrooms.

**9.** Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers measure student growth both formatively and summatively on a regular basis. They use these assessments to drive instruction and to make modifications within their lessons. They use goals and scales to determine how students view their learning and comprehension of materials. Staff use Performance Matters and Write Score results to engage in student data chats and to drive intervention and re-teaching of content. The re-teaching occurs with individuals or in a small group to determine whether student understanding and performance is increasing.

**10.** Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

The school provides rigorous instruction that is differentiated. Teachers also engage in tutoring during lunches and planning time. Students have opportunities for credit recovery through ELP and Summer Bridge. Saturday boot camps are provided close to testing to allow students for additional help. CTAE coursework is provided to allow students opportunities to learn technical skills to support them in their post-secondary lives. There is a focused effort to transition freshmen students into the school. This occurs through monthly freshmen parent meetings and also through a freshmen orientation. For the 2017-2018 school year, a semester course has been added to the master schedule to support freshman transition for those students who need more support in skills focused on organization and studying. We have also added a more focused SAT prep course (Semantics and Logic) and focused enrollment in this course using a list provided by the Advanced Studies office.

** Standards-Based Instruction / Key Goals and Strategies**

<b>Goal 1:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Engage in careful analysis of teacher lesson plans to increase evidence of hands-on activities	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Samples of lesson plans, walk-through and informal observation feedback	Administration

<b>Goal 2:</b> What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Teachers will engage in a minimum of 1 strategy walk per semester.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Teacher completion of strategy walk feedback form	Bohnet (Teachers for completion)
<b>Optional Goal:</b> Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



## Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5  
Marzano Leadership ●Domain 2, 4

**11.** Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Although we spent some time revisiting fundamental guidelines and procedures as a faculty, climate survey indicates a concern with consistency amongst staff. There will be a more formalized look at how we can do a better job of remaining consistent with the implementation of fundamental rules and policies. Also, there will be a continued, increased effort to engage in staff recognition and events that encourage camaraderie.

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Teachers will continue to have PLC built into their afternoon schedule on a bi-weekly basis. These PLC’s will be designed for small group interactions with a focus on specific student needs as identified by practitioners with the goal of reviewing multiple areas of data to facilitate support. Administrators will review and monitor meetings through a variety of techniques, such as attendance and collection of minutes/notes. Feedback will be provided as needed. In addition, common planning time will be provided whenever possible (based upon master schedule flexibility). Teachers will continue to be given a common lunch time as some teachers prefer to plan/discuss data during this time frame.

### Professional Development

**13.** Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

We have continued to focus training on the Marzano framework. Evidence of goals and scales has continued to increase and are better developed than in the previous year. Discussion during feedback sessions appears to have a positive impact on classroom instruction.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Deliberate Practice Training	Pre-School	Teachers	Teachers will have better plans with more measureable goals.
Lesson Planning for Rigor	Fall – Faculty Meetings	Teachers	Plans developed with greater rigor
Youth Mental Health First-Aid	Pre-School	Instructional Staff and Admin	Stronger knowledge on how to deal with teen issues



## Family and Community Engagement

Connections:

District Strategic Plan ●Goals 1,3,6,7  
Marzano Leadership ●Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Osceola Fundamental H. S. builds positive relationships with families and community members by conducting monthly meetings, providing incoming freshman parents with training and information on expectations and how to assist their students, providing senior parents with information on their student’s college or career readiness, our website is consistently updated to provide parents with up-to-date information on activities and events and deadlines, our teachers work collaboratively with parents by providing up-to-date information and assistance via FOCUS, parent emails, conferences, and phone calls. We provide weekly update and event information through School Messenger call-outs, as well as utilizing advisory committees for specific areas of need.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

School counselors attend various parent meetings to show parents the data available and how to interpret that data. Explanations of Khan Academy, Career Cruiser, navigating credit checks and Florida Shines. Teachers and staff meet with parents to look at individual data, especially for those students with a greater need for support. These areas are addressed in our monthly school meetings and look to support our vision of graduating 100% of our students.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

**Family Engagement / Key Goals and Strategies**

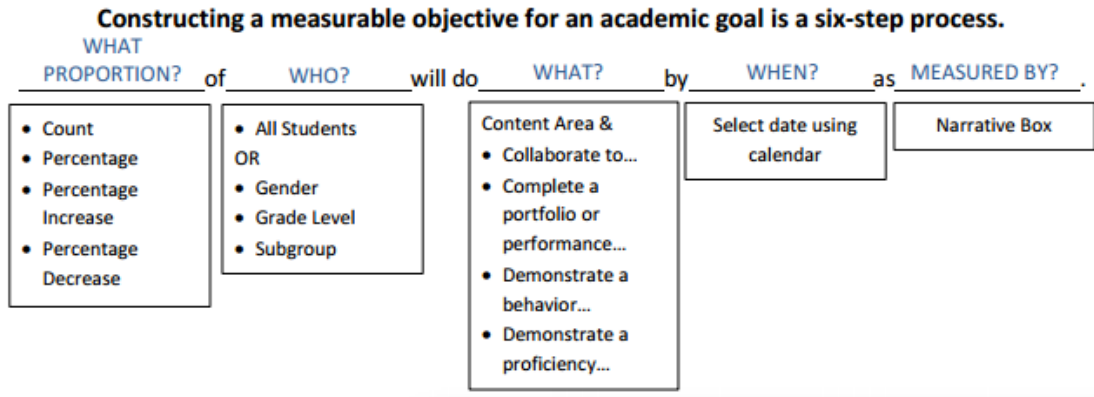
<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Provide parents with curriculum information on a monthly basis	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Information to be presented in monthly PTSA and SAC meetings and posted on the Osceola Fundamental High School website.	Bohnet
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Increase connections with community resources	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Family and Community Liaison will reach out to various community businesses and civic organizations to share information about our school and to determine if there are resources available to support students in Osceola Fundamental High School	Debbie Giovo
<b>Optional Goal:</b> Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



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## Section 2 – Targeted School Goals / Action Steps

### Academic Goal



**SMART GOALS:** Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b>
Increase percentage of students scoring proficient on the ELA/FSA assessment by 3%	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Teachers will participate in bi-weekly PLCs to analyze data, design lesson plans to engage students in rigorous assignments aligned with the Florida Core Standards, and analyze student work to better inform instruction.	PLC Minutes, Lesson Plans, Student Work Samples, Write Score Data

<b>Mathematics Goal</b>	<b>Goal Manager:</b>
To increase the percentage of students scoring proficient on the Algebra 1 and Geometry FSA/EOC by 3%	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
Teachers will participate in bi-weekly PLCs to analyze data, design lesson plans to engage students in rigorous assignments aligned with the Florida Core Standards, and analyze student work to better inform instruction.	PLC Minutes, Lesson Plans, Student Work Samples

<b>Science Goal</b>	<b>Goal Manager:</b>	
Increase the percentage of students scoring proficient on the Biology EOC by 2%		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
Teachers will participate in bi-weekly PLCs to analyze data, design lesson plans to engage students in rigorous assignments aligned with the Florida Core Standards, and analyze student work to better inform instruction.	PLC Minutes, Lesson Plans, Student Work Samples	

**Other School Goals\* / Use Only as Needed**

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)		
<b>Goal Name: Social Studies</b>	<b>Goal Manager:</b>	
Increase the percentage of students scoring proficient on the US History EOC by 2%		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	
Teachers will participate in bi-weekly PLCs to analyze data, design lesson plans to engage students in rigorous assignments aligned with the Florida Core Standards, and analyze student work to better inform instruction.	PLC Minutes, Lesson Plans, Student Work Samples, Avid Strategies and Structures	

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
<b>Goal Name:</b>	<b>Goal Manager:</b>	
Place goal statement here.		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
<b>Goal Name:</b>	<b>Goal Manager:</b>	
Place goal statement here.		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	

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**Academic Achievement Gap / Required Goals**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b>
Increase percentage of students scoring proficient on the grade 9 and 10 FSA/ELA by 5%	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Teachers will participate in PLCs to analyze data and design lesson plans to engage students in rigorous assignments aligned with the Florida Core Standards and will consider activities to differentiate their instruction to meet the cultural and diverse backgrounds of black students.	PLC Notes, Lesson Plans, Student Work Samples, Question stems that utilize culture responsive language, supplemental readings

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b>
All ELL students (LY and LF status) scoring at the Emerging and Developing Level on the WIDA will move up one proficiency level.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
ELL Chairman will collect and analyze data quarterly on all ELL students, meet individual students and provide additional support, and work with teachers to provide effective strategies based on individual needs.	WIDA Results

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b>
Increase the percentage of students scoring proficient on FSA ELA by 5%	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Teachers will collaborate with VE Resource staff to identify student needs for scaffolding, reteaching and intervention to support improvement.	Consultation Logs

<b>Subgroup Goal (If Needed)</b>	<b>Goal Manager:</b>
<b>Enter Goal Name</b>	
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

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## Early Warning Systems (EWS) -- Data and Goals

**Note:** This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.\*

Early Warning Indicator (Number of students by grade level)	Grade	Grade	Grade	Grade	Grade	Grade	Grade	School Totals	
	Select	Select	Select	Select	Select	Select	Select	#	%*
Students scoring at FSA Level 1 (ELA or Math)	37	55	71	63				226	13
Students with excessive absences / below 90 %	24	55	83	79				241	14
Students with excessive behavior / discipline**	6	7	7	12				32	2
Students with excessive course failures**	131	151	164	116				562	32
Students exhibiting two or more Early Warning indicators	42	57	65	61				225	13

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

## EWS - Attendance

<b>Attendance Goal</b>		Please ensure that your goal is written as a SMART goal.
Reduce students that are absent 10% or more from 13% to 10%.		
<b>Actions / Activities in Support of Attendance Goal</b>		<b>Evidence to Measure Success</b>
All students identified with five absences will be monitored, tracked, completion of the PSW, meet bi-monthly in team to review data, increase health initiatives via healthy habits PSA's		Monthly attendance Reports and Child Study Team Minutes Bi-Monthly Team Data Review

Office staff will contact parents of students who reach 5 absences in a semester. If intervention plan is needed, one will be developed in conjunction with student and parent.	Intervention Plans and Monthly Attendance Reports
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**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
The number of referrals of our Hispanic population will be reduced by 2% over the 2017/18 school year.		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Monitor referral issuance by ethnicity. Meet with students to determine the causes of the incidents. If needed, develop a plan to improve behavior (more than one referral issued per student). Share discipline data with faculty at quarterly intervals.		Discipline Report

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Place goal statement here (only if needed).		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

TSA monitors all students with IEPs and assists with intervention suggestions and serves as a support to students. In addition, she is the liaison between parents, students and case managers. Administrators provide support by working with parents and staff to ensure that student needs are being met and that there are resources available. Students who are identified as meeting one or more early warning signs indicators are monitored and tracked on a weekly basis by the MTSS/Child Study Team. The student are assigned a Check and Connect mentor to support their needs. The MTSS team that supports Tier III interventions meets to develop an individual intervention plan for student where necessary. Students are placed in programs to recover credits or have a class placed in their schedule for credit recovery and grade forgiveness. Some student who need multiple courses recovered are placed in the Graduate Enhancement Program. The Graduation Enhancement Program (GEP) allows student to take four courses online and three in classrooms. The online portion of the program is designed to allow student to work at their own
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pace to complete and recover credits in an attempt to quickly get back on track with credits and GPA. Students in the GEP program are overseen by an administrator on campus who provides guidance, mentoring and connects students with student services where necessary.

**Early Intervention / Extended Learning Goal** Please ensure that your goal is written as a SMART goal.  
 Students identified by the early warning system will be monitored and put on an individual intervention plan in order to improve their academic performance by May, 2018.

Actions / Activities in Support of Goal	Evidence to Measure Success
Weekly MTSS/Child Study Team meetings, development of individual intervention plans where needed	Student credit recovery, graduation rate

## {Section 3} – Required Items / Resources



### Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	84	% with advanced degrees	45.8
% receiving effective rating or higher		% first-year teachers	1
% highly qualified (HQT)*	100	% with 1-5 years of experience	11
% certified in-field**	100	% with 6-14 years of experience	28
% ESOL endorsed	12	% with 15 or more years of experience	44

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

All efforts are made to recruit the highest quality teachers possible by posting detailed job descriptions and requirements and conducting rigorous interviews. Our retention efforts focus on building positive relationships, providing support and training (school-based training, new teacher mentors, open-door policy), and regular communication (email, memos, personal visits, meetings). Continue to address all options available in regards to hiring minority staff by utilizing and increasing resources available.



### SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
		Select	
		Select	
		Select	
		Select	



**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Lynne Mowatt
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Please state the days / intervals that your team meets below.
The team meets every Wednesday morning: two meetings are Child Study and two meetings are MTSS.

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan. Attached budget if preferred.

<p>School Improvement Funds Allocation:</p> <p>EOC Prep and Boot Camps (to include AP course prep and SAT/ACT prep) – Teacher Pay -3,000</p> <p>Community Liaison – Salary for 1 hour per day/5 days per week – 2,800</p> <p>Student Centered Incentives Program focused on areas of increased Attendance and Acceleration - \$2000</p> <p>SIP Team Summer Institute hourly pay - \$1500</p> <p><b>\$2500 – Media Center Subscriptions, Scanners, Furniture, Specialized Teacher Trainings</b></p>
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