

School District of Osceola County, FL

St. Cloud High School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	26
Budget to Support Goals	27

St. Cloud High School

2000 BULLDOG LANE, St Cloud, FL 34769

www.osceolaschools.net

Demographics

Principal: Nate Fancher

Start Date for this Principal: 6/9/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 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)	59%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: B (58%) 2017-18: B (59%) 2016-17: B (55%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

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

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

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

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

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

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

St. Cloud High School is a positive, nurturing and safe environment where everyone participates in building pathways to success through rigor, hard work, responsibility and accountability.

Failure is not an option.

Provide the school's vision statement

Saint Cloud High School will outperform all other schools in the state of Florida.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Fancher, Nate	Principal	Instructional Leader of the school and making all final school-based decisions relative to both students and teachers.
Wrona, Jennifer	Assistant Principal	Assistant Principal of Instruction, managing master scheduling, school counselors, stocktakes, state testing, professional development, new teacher development, and ELL.
Morales, Melissa	Assistant Principal	Assistant Principal, managing Exceptional Student Education, 504, Gifted, Supplemental Academic Instruction, and all social media.
Holmes, Stephanie	Instructional Coach	Literacy Coach-Instructional support for all ELA and Reading teachers, managing Khan and Achieve 3000. Offers school-wide quarterly PD specific to needs of teachers by content, and assist new and struggling teachers with pedagogy. Member of MTSS team to assist in assessing student data and providing interventions.
Godfrey, Stephanie	Other	Resource Compliance Specialist- manages all ESE students to ensure proper accommodations are implemented, and IEPs and EPs are in compliance. Member of MTSS team to assist in assessing student data and providing interventions.
Bruns, Diane	Instructional Coach	Math/Science Coach-Instructional support for all Math and Science teachers, managing Algebra Nation and School City. Offers school-wide quarterly PD specific to needs of teachers by content, and assist new and struggling teachers with pedagogy. Member of MTSS team to assist in assessing student data and providing interventions.
Kalashnikova, Anna	Instructional Coach	ESOL Compliance Specialist- manages all ELL students to ensure proper accommodations are implemented and ELL para support that is provided in state assessed classrooms. Member of MTSS team to assist in assessing student data and providing interventions.
Dombo, Robert	Assistant Principal	Assistant Principal of College and Career, managing all CTE courses and certification courses, Deans office-discipline, AVID, Threat Assessment Team, Attendance, and MTSS.

Demographic Information

Principal start date

Thursday 6/9/2011, Nate Fancher

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

2

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

28

Total number of teacher positions allocated to the school

121

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 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)	59%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (58%) 2017-18: B (59%) 2016-17: B (55%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	

Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	492	556	504	559	2111
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	224	250	308	330	1112
One or more suspensions	0	0	0	0	0	0	0	0	0	29	19	7	4	59
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	32	47	18	103
Course failure in Math	0	0	0	0	0	0	0	0	0	3	42	17	24	86
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	104	103	98	37	342
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	92	91	16	5	204

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	70	106	99	71	346

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	5	8	5	9	27

Date this data was collected or last updated

Monday 8/10/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	556	499	577	532	2164
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	4	1	1	1	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	6	11	8	1	26
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	7	8	5	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	70	83	101	37	291

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	7	7	3	1	18

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	38	36	28	24	126

Prior Year - Updated

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	556	499	577	532	2164
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	4	1	1	1	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	6	11	8	1	26
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	7	8	5	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	70	83	101	37	291

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	7	7	3	1	18

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	38	36	28	24	126

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	50%	57%	56%	52%	56%	56%
ELA Learning Gains	46%	48%	51%	51%	54%	53%
ELA Lowest 25th Percentile	39%	43%	42%	47%	47%	44%
Math Achievement	50%	46%	51%	47%	39%	51%
Math Learning Gains	50%	41%	48%	45%	40%	48%
Math Lowest 25th Percentile	44%	46%	45%	40%	46%	45%
Science Achievement	74%	69%	68%	77%	67%	67%
Social Studies Achievement	79%	70%	73%	78%	70%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	53%	47%	6%	55%	-2%
	2018	40%	47%	-7%	53%	-13%
Same Grade Comparison		13%				
Cohort Comparison						
10	2019	45%	47%	-2%	53%	-8%
	2018	59%	49%	10%	53%	6%
Same Grade Comparison		-14%				
Cohort Comparison		5%				

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	73%	62%	11%	67%	6%
2018	76%	68%	8%	65%	11%
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	77%	62%	15%	70%	7%
2018	76%	61%	15%	68%	8%
Compare		1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	49%	3%	61%	-9%
2018	45%	52%	-7%	62%	-17%
Compare		7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	44%	2%	57%	-11%
2018	46%	39%	7%	56%	-10%
Compare		0%			

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	16	28	26	23	44	40	51	49		82	26
ELL	32	44	39	35	44	40	69	62		92	47
ASN	78	80		67			73	82		100	55
BLK	51	45	29	55	48		79	96		90	36
HSP	47	45	42	47	48	42	72	73		95	45
MUL	56	35		57	67		91	70		93	64
WHT	52	47	37	54	52	48	75	84		95	52
FRL	42	44	39	44	49	45	69	70		93	48

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	34	39	22	28	29	51	50		71	30
ELL	22	51	48	26	44	40	63	60		82	48
ASN	59	55		65	40		82				
BLK	42	38	44	44	38	43	70	76		97	43
HSP	49	52	48	42	44	40	72	73		90	54
MUL	57	52		53	50		77	80		90	63
WHT	57	53	46	55	49	41	87	86		96	63
FRL	45	49	45	42	44	41	74	75		92	53

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	634
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
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	76
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	59
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	56
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	67
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	60
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	55
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

Lowest performance at 39% was in ELA lowest 25%. Contributing factors to the decline are neglecting to incorporate interaction with text- reading and writing every day, and teacher turnover within the ESE support classrooms.

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

The category with the highest decline, dropping 8% was in the category of ELA lowest 25%. Contributing factors to the decline are neglecting to incorporate interaction with text- reading and writing every day, and teacher turnover within the ESE support 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

ELA achievement was -6%, State was 56% and School was 50%. By cohort of the current 10th grade, when they were in 9th grade dropped in achievement, and when they went to 10th grade they increased, however they did not increase enough to recover from their 9th grade deficit. Trends of decline in ELA was in all categories. Lack of standard tracking on both district and teacher made assessments.

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

Math Learning Gains +5%, last year 45% now 50%. Strategic remediation groups during our PAWS time focused on subgroups, in addition to after school tutoring specifically for FSA review.

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

Attendance for students below 90% is a concern as well as the number of students with one suspension or more. The implication in both cases is that students are missing class time which has an adverse effect on their progress within the classroom. Our goal is to maximize instructional time, therefore we have to focus on improving our school culture so students rarely miss school and behave appropriately when they are in class.

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

1. Ensure high levels of achievement for all students in literacy
2. Ensure high levels of achievement for all students in mathematics
3. Ensure high levels of achievement for all students in science
4. Encourage a strong connection to the school community for all students
5. Ensure high levels for achievement for students within subgroups

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Given the 18-19 school data finding that only 50% of our school scored a level 3 or higher on their FSA which was a 2% drop from the year prior, strong instructional practices must be planned and incorporated daily to ensure high levels of achievement for all students in literacy

Measureable Outcome:

Our goal for the 2020-2021 school year is to increase achievement by 10%, learning gains by 4% and achievement of our lowest 25% of students by 16%.

Person responsible for monitoring outcome:

Stephanie Holmes (stephanie.holmes@osceolaschools.net)

Evidence-based Strategy:

Students will utilize grade level text daily school-wide, synthesize what they read, and complete writing activities to support their thinking; specifically in the state assessed areas of English, US History, Biology, Algebra, and Geometry.

Rationale for Evidence-based Strategy:

Evidence shows students need to interact with grade appropriate text through both reading and writing on a daily basis in order for them to increase their Lexile Levels and be college or career ready. (Achieve the Core, 2018)

Action Steps to Implement

1. Khan Academy and Achieve 3000 will be used with fidelity in English and Reading classrooms, monitored through usage reports for proper implementation by both teachers and students.
2. Core Connection PD offered through the school district will be utilized by all ELA teachers and their VE support teacher to assist in continuing their own growth and best practices.
3. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable .
4. Unique Curriculum will be implemented to ensure differentiated instruction in for students on Access Points.
5. NWEA assessment will be taken by all ELA 1 and ELA 2 students three times over the course of the year. Teachers will use data to determine gaps in student learning and adjust instruction to meet students specific needs.

Person Responsible

Stephanie Holmes (stephanie.holmes@osceolaschools.net)

6. PLC Unit Agendas to document how reading and writing with grade appropriate text and/or textbooks utilized daily, in addition to weekly lesson plans in all state-assessed areas.
7. Content specific PD to state assessed areas offered by academic coaches to assist in teachers learning literacy strategies that can be taught to their students such as- text marking, annotation, summarizing, etc.
8. Common planning by both ELA 1 and ELA 2 teachers will appropriately be used for both planning purposes and to review student data.
9. ELA sheltered class will support all 1st year language learners with various ELL strategies and bilingual instruction.

Person Responsible Stephanie Holmes (stephanie.holmes@osceolaschools.net)

10. Principal and Leadership Team will conduct walkthroughs of PLC team meetings to ensure correct processes are being used in the analyzing and planning for student achievement.

11. School Stocktake will take place monthly to report progress to the Asst. Principal on the area of focus

12. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the school stocktake model.

Person Responsible Stephanie Holmes (stephanie.holmes@osceolaschools.net)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Given the 18-19 school data finding that 50% of our school scored a level 3 or higher on their FSA which was a 3% increase from the year prior, we must continue to plan for and incorporate strong instructional practices daily to ensure high levels of achievement for all students in mathematics.

Measurable Outcome: Our goal for the 2020-2021 school year is to increase achievement by 5%, learning gains by 5% and achievement of our lowest 25% of students by 6%.

Person responsible for monitoring outcome:

Melissa Morales (melissa.morales@osceolaschools.net)

Evidence-based Strategy:

Research shows that the use of common teacher formatives, and consistent weekly monitoring of student proficiency has a profound effect on student overall achievement.

Rationale for Evidence-based Strategy:

Algebra and Geometry teachers have not consistently planned and implemented common formatives with FSA style questions. Proper exposure of these questions will assist student understanding of them on Algebra and Geometry FSA. (The Iris Center, 2017)

Action Steps to Implement

1. Math Nation will be utilized weekly in all Algebra classrooms to ensure that students are exposed to and practice answering questions that align to the rigor of the standard.
2. NWEA assessment will be taken by all Algebra 1 and Geometry students three times over the course of the year. Teachers will use data to determine gaps in student learning and adjust instruction to meet students specific needs.
3. Teachers will work collaboratively with Professional Learning Communities (PLC's) to create formatives, track student progress, and document strategies on increase student mastery on Unit agenda and weekly lesson plans.
4. Algebra sheltered class will support all 1st year language learners with various ELL strategies and bilingual instruction.
5. Common planning by Algebra 1 teachers will appropriately be used for both planning purposes and to review student data.

Person Responsible

Melissa Morales (melissa.morales@osceolaschools.net)

6. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable.

7. Unique Curriculum will be implemented to ensure differentiated instruction in all self-contained state-assessed content areas.

8. With the support of the Florida Network of School Improvement (FNSI), teachers will implement an instructional practice to increase students conceptual understanding and articulation of their thinking. Teachers will collect data on its implementation, reflect on the data, and adjust their idea as needed in order to increase student achievement.

9. Principal and Leadership Team will conduct walkthroughs of PLC team meetings to ensure correct processes are being used in the analyzing and planning for student achievement.

Person Responsible

Melissa Morales (melissa.morales@osceolaschools.net)

10. School Stocktake will take place monthly to report progress to the Principal on the area of focus

11. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the school stocktake model.

Person Responsible Melissa Morales (melissa.morales@osceolaschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Given the 18-19 school data finding that 74% of our school scored a level 3 or higher on their EOC which was a 3% drop from the year prior, strong instructional practices must be planned for and incorporated daily to ensure high levels of achievement for all students in science

Measureable Outcome: Our goal for the 2020-2021 school year is to increase achievement by 6%.

Person responsible for monitoring outcome: Diane Bruns (diane.bruns@osceolaschools.net)

Evidence-based Strategy: Increase student fluency of both comprehension of text and graph as applicable to EOC style questions.

Rationale for Evidence-based Strategy: Biology EOC is reading test with science content. If students increase their ability to comprehend what they are reading, they will be able to accurately answer and analyze EOC questions (Achieve the Core, 2018) (American Educational Research Journal, 2011).

Action Steps to Implement

1. Common planning by Biology teachers will appropriately be used for both planning purposes and to review student data.
2. Unique Curriculum will be implemented to ensure differentiated instruction in all self-contained state-assessed content areas.
3. Biology sheltered class will support all 1st year language learners with various ELL strategies and bilingual instruction.
4. Daily reading/interaction with Science text in conjunction with some type of written or processing technique
5. Weekly planning for graphs on formative assessments through use of Regents, or released EOC questions
6. Principal and Leadership Team will conduct walkthroughs of PLC team meetings to ensure correct processed are being used in the analyzing and planning for student achievement.

Person Responsible Diane Bruns (diane.bruns@osceolaschools.net)

7. School Stocktake will take place monthly to report progress to the Asst. Principal on the area of focus
8. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the school stocktake model

Person Responsible Diane Bruns (diane.bruns@osceolaschools.net)

#4. Other specifically relating to Post-secondary Culture

Area of Focus Description and Rationale: Our goal is to ensure ensure a post secondary culture that results in a post-secondary plan for all students. We have to ensure students have access to learning about both college and career paths and are strategically scheduled into courses that prepare them to attend a post-secondary institution or are ready to join the workforce.

Measureable Outcome: To increase all acceleration areas as set forth by the district: industry certifications passed by 11%, AP exam pass rate by 5%, and graduation rate by 1%.

Person responsible for monitoring outcome: Robert Dombo (robert.dombo@osceolaschools.net)

Evidence-based Strategy: To inform and educate teachers and students on acceleration options- CTE, AP, and DE in order to increase awareness and understanding of their importance to both the student and the school.

Rationale for Evidence-based Strategy: Information and understanding the purpose for acceleration will lay the foundation and rationale for all decision making associated with it (ED.Gov, 2010)

Action Steps to Implement

1. College and Career Committee consisted of CCC, teachers, and admin to increase visibility through:
 - a. increasing awareness of faculty college, university. and technical school alma maters (AVID)
 - b. Every Wednesday college/armed service/AVID t-shirt can be worn by students and staff
 - c. Bulldog Union once a quarter in courtyard during lunch to have various business and community stakeholders interface with students and give out information in a "conference"-like setting
2. AP and CTE award night to congratulate and positively reinforce/recognize those that passed at least one exam last year
3. AP/DE parent information sessions to explain various options and impact of these courses on post-secondary readiness
4. Using Economics/ELA classrooms to educate seniors on FAFSA, Bright Futures, career exploration, Valencia, OTECH, scholarships. Lesson completion percentages will be monitored through Xello.

Person Responsible Robert Dombo (robert.dombo@osceolaschools.net)

5. Track college acceptance, scholarships dollars, military enlistment, job placement for all students.
6. Teachers will utilize AP Classroom with students a minimum of one time per unit tracked in AP Central
7. AP students will complete a comprehensive mid-year and end-of year mock exam
8. Principal and Leadership Team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.

**Person
Responsible**

Robert Dombo (robert.dombo@osceolaschools.net)

#5. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Data from Panorama student survey reveals that only 24% of our students responded favorably to feeling connected to adults at our school and only 34% responded favorably to feeling that people understand them as a person.

Measureable Outcome: Our goal for the 2020-2021 school year is to increase students' the amount of students that feel connected to an adult and understood by others by 6%.

Person responsible for monitoring outcome: Melissa Morales (melissa.morales@osceolaschools.net)

Evidence-based Strategy: Studies show that building resiliency factors in students can help protect them from adverse effects. If students build relationships with others and feel that others understand them, they will be able to have positive social relationships, effective coping skills, the ability to express themselves and seek support when needed, problem-solve, and have high self-esteem and self-confidence.

Rationale for Evidence-based Strategy: Evidence suggests that due to recent events in our society students are dealing with fear, isolation, illness, anxiety, economic issues, trauma, and family instability. By providing direct instruction for SEL, what resources are available to them, and helping them connect with adults, students will be better equipped to handle stressors (Education Development Center, 2018)

Action Steps to Implement

1. Social Emotional Learning activities will be embedded into teachers curriculum unit plans.
2. Students will receive mentoring and instruction in in SEL during our PAWS intervention time by their teacher.
3. Club Rush for both face-to-face students to allow students to learn about and sign up for clubs on campus.
4. Student will complete surveys to gain a better understanding of students' attitudes and beliefs about their school community and the adults on campus.
5. Weekly video announcement by the principal to discuss a social emotional learning competency and to connect it to their experiences on campus (Self-management, Self-Awareness, Relationship Skills, Responsible Decision Making, and Social Awareness).

Person Responsible Melissa Morales (melissa.morales@osceolaschools.net)

6. Monthly fantastic Bulldog award ceremony for students nominated by their teachers for excellent work habits or improvements from one month to another.
7. Principal and Leadership Team will conduct walkthroughs of classroom during instructional time and PAWS to ensure teachers are incorporating SEL competencies into their daily lessons.
8. Survey data will be shared out at school Stocktake meetings to report progress to the Asst. Principal on the area of focus.
9. School Stocktake will take place monthly to report progress to the Asst. Principal on the area of focus
10. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the school stocktake

model

Person Responsible Melissa Morales (melissa.morales@osceolaschools.net)

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Our goal is to ensure high levels of achievement for students with subgroups. Students within our ESE, LY and Male Hispanic subgroup are lagging behind their peers. We must focus on increasing student achievement in these area in

Measureable Outcome: Our goal is to increase our ESE subgroup in ELA by 9% and in math by 7% and our LY subgroup in ELA by 6% and in math by 5%.

Person responsible for monitoring outcome: Shane Muller (shane.muller@osceolaschools.net)

Evidence-based Strategy: For our LY students sheltered classes will be offered in Biology, Algebra 1, and US History. A paraprofessional will be assigned to each classroom to provide translation and Ellevation strategies are utilized. In order to support ESE students the VE and Core teacher meet weekly to plan and address student accommodations. In all cases, students will be pulled into PAWS groups to support their learning and data is consistently reviewed to ensure adjustments to instruction is occurring to meet each students needs.

Rationale for Evidence-based Strategy: By providing students with qualified staff who are implementing effective instructional strategies, maintain high standards for all students, and utilizing a guaranteed and viable standards based curriculum, students within our subgroups will make larger gains (Hanover Research, 2017).

Action Steps to Implement

1. SWD will receive grade level instruction. The work will be scaffolded to meet their needs and will be supported by the VE teacher when applicable .-
2. Sheltered classes for students enrolled in Algebra 1, Biology, and US History with the support of an ELL paras
3. ELA sheltered class will support all 1st year language learners with various ELL strategies and bilingual instruction.
4. Paras strategically placed in courses where there is a large concentration of ELL students to support language needs
5. Students in our lowest quartile or ESE subgroup who are demonstrating a need in either math or reading are placed in small group during PAWS (purposeful academic work for success) to provide academic support. Intervention during PAWS for our LY students will begin during the 2nd quarter.

Person Responsible Shane Muller (shane.muller@osceolaschools.net)

6. Students enrolled in courses in native language (AP Spanish, Spanish 3 Honors).
7. ELlevation database used to support ELL students with activities to increase language acquisition.
8. Learning Strategies teachers to support ESE students by providing small group instruction in the area of Mathematics and Reading.
9. NWEA MAP Growth and school city data will be used to track student growth (including all

sub-groups) and to help the team determine next steps.

10. Embed cross curricular reading passages within ELA/Reading classes to support our World History students.

Person Responsible Shane Muller (shane.muller@osceolaschools.net)

11. PLC Unit Agendas to document how students are performing on the standards taught, what remediation is provided, and next steps.

12. VE teachers and ELL support staff participate in PLC meetings to discuss data and help create activities that support student learning.

13. School Stocktake will take place monthly to report progress to the Asst. Principal on the area of focus

14. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the school stocktake model.

Person Responsible Shane Muller (shane.muller@osceolaschools.net)

Additional Schoolwide Improvement Priorities

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

The team will focus on increasing attendance and reducing the amount of student suspensions. Clubs and activities will continue on campus in both a face-to-face capacity as well as digitally. Staff will be assigned to reviewing attendance data and reaching out to students who are not attending school regularly. Students with behavioral concerns will be assigned a mentor on campus.

Part IV: Positive Culture & Environment

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

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

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

At St. Cloud High School we want all students to feel included in our school community. At the start of each school year we hold a Club Rush where students can learn about all the clubs offered at our school This year we will continue that tradition except we will offer it in a face-

to-face capacity as well as digitally. We also hold a Bulldog Union quarterly which is another time to showcase our clubs, sports, as well as academic programs offered on campus. Weekly, our Principal Mr. Fancher will focus on a social emotional competency (emotional regulation, problem-solving, etc.) during his weekly video announcement to students. In addition, we will hold our monthly Fantastic Bulldog Ceremony that celebrates student accomplishments in various area such as most improvement and top academic performance. Finally, we share student and teacher successes during our SAC meetings as well as on all Social Media Outlets and our Website.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: Other: Post-secondary Culture				\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1110	239-Other	0201 - St. Cloud High School	General Fund		\$500.00
			<i>Notes: Purchase food for students.</i>			
6	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
					Total:	\$500.00