

School District of Osceola County, FL

Osceola County School For The Arts



2017-18 School Improvement Plan

Osceola County School For The Arts

3151 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

School Type and Grades Served
 (per MSID File)

High School
 6-12

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

54%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

73%

School Grades History

Year
Grade

2016-17
 A

2015-16
 A

2014-15
 A*

2013-14
 A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Osceola County School For The Arts

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

It is our Mission to provide a community that nourishes and nurtures the personal integrity and creative expression of our students in their pursuit of artistic and academic excellence.

b. Provide the school's vision statement

The Osceola County School for the Arts will grow to become an artistic showcase where the community gathers to appreciate the artistic talents and academic achievements of its students.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Through our arts programs, there is a multitude of opportunities for students, teachers and parents to interact in social settings. Teachers are excited to visit all art areas and share the love and talent that is celebrated during exhibits and performances. When teachers attend the student performances, great relationships are developed because of the interest teachers and staff members that take in the students' art.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

The school administration and staff provide for well supervised common areas of the school. All visitors must check in the front office prior to going anywhere on campus. Students are expected to be in school uniform wearing their school ID in a manner that it is evident to staff. Staff all wear appropriate staff identification. All students and staff contribute to (monthly) instruction of character education in grades 6-12 to ensure an anti-bully campus (physical, emotional, cyber, etc).

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

School uses a Behavior Documentation system through ORBIT and FOCUS to document and assign discipline for minor infractions. Training is provided on the type of offenses and the appropriate procedures to use in the Behavior Documentation. Expectations and procedures are taught from the very first day. The first days of school teachers review the Student Code of Conduct, dress code and attendance policy.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

All new students can have a mentor through Student Government Association. Student counseling provided through the guidance staff. School also has an assigned social worker who works with students referred for services by the school staff.

Guidance provides counseling on Monday-Friday and open guidance on Wednesdays.

Over 40% of our staff, parents, and community business partners serve as Take Stock mentors for OCSA students.

MTSS committee also incorporates student/educator one-on-one mentorship opportunities.

Each student has access to their homeroom teacher three-four times a month that they are able to address character development, grades, and one-on-one study time per request.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students who have scored level 1 or 2 on the statewide, standardized assessments in English Language Arts or mathematics, course failure in students designated art major, use ORBIT to capture behavior issues and tardies, use ORBIT to track gradebook grades. OCSA Leadership team will meet weekly to discuss attendance and grades, teachers will also meet in PLCs to identify students who need assistance in ELA or math weekly using ORBIT.

b. Provide the following data related to the school's early warning system

1. 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	3	1	4	11	10	13	27	69
One or more suspensions	0	0	0	0	0	0	0	0	0	3	4	2	2	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	1	0	0	4	1	6
Level 1 on statewide assessment	0	0	0	0	0	0	3	4	3	7	16	14	12	59

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

All level 1 and any student who scored in level 2 in consecutive years have been placed in intensive reading course for the 2017-2018 school year. All early warning students will be progress monitored in reading and math by iReady, Reading Plus and Think Through Math for Reading and Math.

If a student scores a level 2 in FSA Reading in grades 6-8 they can earn a scale score of 568-601 in their first iReady progress monitoring diagnostic in order to exit out of middle school intensive reading.

Attendance below 90% - Every 3 unexcused absences will trigger an Attendance Referral. This attendance referral will prompt a Parent/Teacher or Administrator conference for an Attendance Contract.

Level 1 Score on Statewide Standardized Assessments - All students who scored a level 1 in Reading or Math will have an Intensive Reading/Math class in addition to their math and language arts classes.

Level 2 Score on Statewide Standardized Assessments - All students who scored a level 2 in Reading will be in Intensive Reading in addition to their language arts class.

One or more suspension (in school or out of school) will result in an OCSA Behavior Contract that will be evaluated quarterly.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Osceola County School for the Arts will continue building positive relationships with families through the use of the school website, Remind, School Messenger, Social Media (Twitter, Facebook) to continue positive communication and updates to students, parents, and community members.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

OCSA creates and showcases student performances to encourage business partnerships and prominent community members to get involved both physically with their attendance and financially by donating to incentive programs for our students as they are related to our school goals.

For example, our business partners donate funds to our business partner account so that funds can be used to purchase incentives for programs that are directly related to our school improvement plan.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Evens, Chundra	Principal
Conners, Mark	Assistant Principal
Bell, Tiffany	Dean
Long, Jeanette	Assistant Principal
Sloan, Nikki	Instructional Coach
Hadley, Elizabeth	Instructional Coach
Huntington, Jeremy	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Provide regular communication with faculty regarding effective classroom instructional techniques.

Analyzes, interprets and assists teachers in using data to improve classroom instruction.

Monitor student attendance, regular posted grades, student behavior and academic compliance

Provide opportunities for professional development and teacher recognition.

Assist teachers with the implementation of standards based instruction and rigor throughout all content areas.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School leadership team meets weekly to review relevant data to determine the effective interventions/strategies that will maximize student success, strategies to meet the needs of students and personnel, professional development, and problem-solving activities.

The leadership team will monitor progress of students that have exhibited need in any area.

Utilizes school district inventory control systems to track and dispense available resources.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational

barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Chundra Evens	Principal
Andrea Darsch	Teacher
Jamie Domres	Parent
Randy Froehlich	Parent
Jeannie McWhorter	Parent
Katy Froehlich	Student
Rebecca Morales	Parent
Alise Darsch	Student
Susan Phillips	Parent
Judi Lowell	Education Support Employee
Anne Townsend	Student
Lindsay Johnson	Student
Heidi Soukup	Parent
Lily Soukup	Student
James Baillie	Student
Amy Rousch	Parent
Cecilia Guzman	Parent
Abraham Mendez	Parent
Fran Janicki	Parent
Terry Castillo	Parent
Autumn Christian	Student
Eunice Santos	Student
Aolani Santos	Student
Kelly Santos	Parent
Laurie Johnson	Parent
Bill Schmidt	Parent
Cara Rentz	Parent
Tiffany Bell	Teacher
Tyler Snell	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The committee reviewed last year's school improvement plan on August 14, 2017 and presented possible goals for the 17-18 plan.

b. Development of this school improvement plan

All members go through the data provided in the meeting. Analysis of goals and instructional practices will be discussed and any changes requested will be voted on by the members of the SAC.

c. Preparation of the school's annual budget and plan

The school budget is presented annually to the SAC committee, to be voted for approval.

SAC is starting the 2017-2018 school year of \$9,545.54 #1350111
Teacher Lead: \$6,000.63

Total: \$15,546.17

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Beginning Total: \$6,657.49

Approved on 10/10/16 - \$254.40 - Osceola County School Nutrition Services (ice cream) - Mrs. Sloan

Approved on 10/10/16 - \$93.92 - Hobby Lobby (Frames for Student Achievement Awards) - Mrs. Sloan

Approved on 11/14/16 - \$431.25 - Odyssey of the Mind (Registration) - Ms. Johnson

Approved on 11/14/16 - \$570.00 - FL State Spanish Conference (Registration) - Ms. Marrero

Approved on 3/2017 - \$1,331.00 - Pride Enterprises (agendas 17-18) - Mrs. Evens

Approved on 4/10/17 - \$265.00 - Creative Writing Workshop (At Kenyon College) - Mrs. Edouard

Approved on 5/8/17 - \$550.00 - Conducting Workshop - Mr. Frazao

Approved on 3/2017 - \$132.00 Pride Enterprises (Amended PO - add'l pages) - Mrs. Evens

Approved 9/12/16 - \$330.40 - Frontier Airlines (NCHE Conference Airline Tickets) - Mrs. Darsch & Mrs. Jean

Approved on 10/10/16 - \$1,534.00 - Rivar's Inc (MS Choral Dresses for Performances) - Mr. Carswell

Balance \$4,550.71

***Teacher lead money was added during the year. + \$3,885.19

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Evens, Chundra	Principal
Conners, Mark	Assistant Principal
Bell, Tiffany	Instructional Coach
Long, Jeanette	Assistant Principal
Sloan, Nikki	Instructional Coach
Hadley, Elizabeth	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Build a culture of literacy through modeling and building awareness of all types of literature to increase motivation. To add more interesting and motivating content literacy books to the content classroom, To be available to students for classroom use. To promote researched-based writing strategies throughout all content areas.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Develop professional learning communities where teachers collaborate on common goals using student data to build common lessons and assessments, provide opportunities to celebrate teacher success, and ensure an "open-door" culture is promoted by every member of the leadership team.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Recruit highly qualified teachers with flexible certification in multiple areas due to the need of our small establishment.

Provide professional development opportunities for teachers to grow beyond their current certifications (i.e AP trainings, Gifted endorsement, Reading endorsement, ESOL endorsement, ESE certification etc).

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

PRISMS (Preparing Resilient Innovating Successful Motivated Staff) is our new teacher mentor/mentee program.

The mentor helps the new teacher become familiar with the school and district resources, procedures and policies. New teachers will be paired with two mentors of a similar certifications and teaching assignment.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Ensure core instructional materials are state and district adopted and that are aligned to the Florida Standards. Curriculum guides are designed through district resource teachers with the platform of CPALMS, Florida Standards, and district created maps/guides. Teachers are trained on the new instructional materials and resources through the school Instructional Coaches and district professional development opportunities.

b. Instructional Strategies**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

The school uses data from multiple sources (i.e. state assessments, iReady, summative and formative assessments, Reading Plus, IEPs, etc..) to determine academic weakness and opportunities for growth. Implementation of various programs such as, Academic Intervention and Homework Revival, generates student responsibility and content standards mastery across all subject areas.

This can be seen in classroom by the grouping of students for cooperative learning and teacher/student data chats. MTSS Tier 2 ELA/Reading students have been identified through sources of state assessments and iReady (for middle school). During our intervention for tier 2 students, our literacy coach is able to assist teachers through the use of an additional teacher led rotation allowing students to have the benefit of two teacher led groups instead of one. MTSS Tier 2 Math is also using iReady to create and format groups for cooperative learning and differentiated instruction. Based on student data our ESE and ELL students are provided support within the content areas based on their specific needs.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,920

Instruction provided for students entering AP classes in the fall and cumulative review opportunities for all students who are accelerated into courses beyond their current grade level. Also, remediation for students needing to pass the EOC in Algebra and Geometry for graduation requirements. Students needing to increase credit requirements for graduation will be entered into Before/After School Tutoring.

Strategy Rationale

To ensure student success in the aforementioned programs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Long, Jeanette, jeanette.long@osceolaschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data used during the Before/After school program will be the number of students passing the EOC tests that were administered. The grades received by those students preparing for the AP classes and the number of students receiving credits during the summer school hours and the amount of credits recovered.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All sixth grade students are encouraged to attend a summer enrichment camp offered at the school. This camp is designed to acclimate students to both school culture and procedures. This program also provides students the foundation of basic academic knowledge necessary to be successful in the aforementioned academic courses. Sixth grade students are also partnered with a junior or senior student to guide them through their first year transition.

Our 6th Grade team assists students and parents with OCSA procedures and AVID strategies.

All incoming middle and high school students and parents are invited to student/parent orientation night.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

OCSA has a full-time career counselor who works specifically with all students to prepare them for post-high school activities such as college, military careers and/or entering the workforce where their jobs concentrate on their art areas.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

OCSA offers numerous career and technical courses that allow industry certification: Digital Media, AP Computer Science Principles, Digital Audio Productions, Digital Video Productions.

Academic and artistic area teachers form integrated teams to provide a well-rounded, rigorous tract for all student levels. All area teachers integrate academic skills within their art classes and by the same token, academic teachers integrate the arts in their lessons.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The Osceola County School for the Arts does offer career and technical education with academic courses.

OCSA currently offers Digital Media/Multi Media Foundations I, Digital Media/Multi Media Foundations II, Digital Audio Production I, and Digital Video Production I. Students are able to gain experience and industry certification upon completion of course and/or course assessment.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Based on the High School Feedback Report the following has been implemented in order to increase; the number of students participating in the Advanced Placement courses; the number of students taking Algebra I prior to 9th grade; and the number of students performing a a level 3 or better in Reading and Mathematics.

All students are required to take 4 years of core academics

All 9th, 10th, and High performing 11th graders will take the PSAT test in October

Provide College Intermediate Algebra Course

Provide SAT and ACT Prep courses

Implement Impact Labs for credit recovery for graduation

Offer Pert test and remediation courses for College Readiness

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

One of our strengths has been an increase of effort in collaborative planning. We need to implement instructional strategies to meet the needs of our ESOL and ESE population.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Our indicators show that our ESE and ELL subgroups did not perform at the same level as our overall student population in math and ELA on statewide assessments. Its is our goal to ensure that all students achieve proficiency including ESE and ESOL subgroups.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving
Step

S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers implement effective, rigorous instruction that is aligned to the state standards; and are monitored with fidelity, then all students will increase in their achievement levels throughout all academic and art areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If all teachers implement effective, rigorous instruction that is aligned to the state standards; and are monitored with fidelity, then all students will increase in their achievement levels throughout all academic and art areas. **1a**

G095461

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - SWD	60.0
FSA Mathematics Achievement	86.0
FSA ELA Achievement - ELL	70.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	81.0
FSA ELA Achievement	93.0
Algebra I EOC Pass Rate	87.0
Geometry EOC Pass Rate	87.0
Math Gains	69.0
Math Lowest 25% Gains	70.0
Bio I EOC Pass	90.0
Civics EOC Pass	98.0

Targeted Barriers to Achieving the Goal 3

- Due to an increase number of ESE students in the student population, it has become evident that consistent implementation of ESE Instructional Strategies is needed school-wide.
- Due to an increase number of ELL students in the student population, it has become evident that consistent implementation of ELL Instructional Strategies is needed school-wide.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-wide professional development for classroom teachers in ESE instructional strategies.
- School-wide professional development for classroom teachers in ELL instructional strategies.

Plan to Monitor Progress Toward G1. 8

Academic Intervention

Person Responsible

Tiffany Bell

Schedule

Weekly, from 9/13/2017 to 5/23/2018

Evidence of Completion

Classroom walkthroughs, data from formative assessments Academic Intervention Roster/Teacher documentation

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy


1 = Problem Solving Step  S123456 = Quick Key

G1. If all teachers implement effective, rigorous instruction that is aligned to the state standards; and are monitored with fidelity, then all students will increase in their achievement levels throughout all academic and art areas. **1**


 G095461

G1.B1 Due to an increase number of ESE students in the student population, it has become evident that consistent implementation of ESE Instructional Strategies is needed school-wide.

2

 B257038

G1.B1.S1 Professional Development for all teachers. **4**

 S271936

Strategy Rationale

Well trained teachers impact student achievement.

Action Step 1 **5**

Professional Development

Person Responsible

Elizabeth Hadley

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Classroom walkthroughs, PLC observation, attendance rosters

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Professional development attendance rosters

Person Responsible

Elizabeth Hadley

Schedule

Weekly, from 8/26/2017 to 5/23/2018

Evidence of Completion

Professional development points awarded to participants

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor gradebook grades for targeted ESE and ELL students

Person Responsible

Tiffany Bell

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Academic Intervention Roster

G1.B1.S2 ESE Strategies 4

S271937

Strategy Rationale

Teachers integrating ESE strategies through differentiated instruction positively impacts student achievement.

Action Step 1 5

ESE Strategies

Person Responsible

Elizabeth Hadley

Schedule

Semiannually, from 8/23/2017 to 5/23/2018

Evidence of Completion

Classroom walkthroughs, PLC observation

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

PLC Observation

Person Responsible

Chundra Evens

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

PLC Minutes/Feedback/Agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor gradebook grades for targeted ESE and ELL students

Person Responsible

Tiffany Bell


Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Academic Intervention Roster

G1.B1.S3 Parent Math Night 4

 S271938

Strategy Rationale

Method for informing parents and students in school wide math initiatives and provide helpful tips and strategies for parents when helping students at home.

Action Step 1 5

Parent Math Night

Person Responsible

Chundra Evens

Schedule

On 3/31/2018

Evidence of Completion

Parent, student, and community members sign in sheet and social media postings

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Math and Literacy Night for parents, students and community members

Person Responsible

Elizabeth Hadley

Schedule

On 3/30/2018

Evidence of Completion

Sign in sheets, social media postings

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Monitor gradebook grades for targeted ESE students

Person Responsible

Tiffany Bell

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Academic Intervention Roster

G1.B1.S4 Parent Literacy Night 4

S271939

Strategy Rationale

Method for informing parents and students in school wide literacy initiatives and provide helpful tips strategies for parent when helping students at home.

Action Step 1 5

Parent Literacy Night for parents, students, community and instructional ELA and literacy instructional staff members

Person Responsible

Elizabeth Hadley

Schedule

On 1/31/2018

Evidence of Completion

Parent, student, and community members sign in sheet and social media postings

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Literacy Night

Person Responsible

Elizabeth Hadley

Schedule

On 3/30/2018

Evidence of Completion

Sign in sheets, social media postings

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Monitor gradebook grades for targeted ESE students

Person Responsible

Tiffany Bell

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Academic Intervention Roster

G1.B1.S5 AVID Night 4

S271940

Strategy Rationale

Method for informing parents and students in middle school AVID strategies, overview of the AVID program, and provide helpful tips and strategies for parents when helping students at home.

Action Step 1 5

AVID Night

Person Responsible

Nikki Sloan

Schedule

On 5/30/2018

Evidence of Completion

Sign in sheet, social media postings

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

AVID Night for parents, students, and community members.

Person Responsible

Nikki Sloan

Schedule

On 5/30/2018

Evidence of Completion

Sign in sheets, social media postings

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Monitor gradebook grades for targeted ESE students

Person Responsible

Tiffany Bell

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Academic Intervention Roster, posted grades

G1.B2 Due to an increase number of ELL students in the student population, it has become evident that consistent implementation of ELL Instructional Strategies is needed school-wide.

2

B257039

G1.B2.S1 Professional Development for all teachers. 4

S271941

Strategy Rationale

Well trained teachers impact student achievement.

Action Step 1 5

Professional Development

Person Responsible

Elizabeth Hadley

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Classroom walkthroughs, PLC observation, attendance rosters

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Professional Development

Person Responsible

Elizabeth Hadley

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Professional Development points awarded to participants.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Professional Development

Person Responsible

Elizabeth Hadley

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Professional Development attendance rosters

G1.B2.S2 ELL Strategies 4

S271942

Strategy Rationale

Teachers integrating ELL strategies through differentiated instruction positively impacts student achievement.

Action Step 1 5

ELL Strategies

Person Responsible

Elizabeth Hadley

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Classroom walkthroughs, PLC observation

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Classroom walkthroughs, pre-post conferences with teachers

Person Responsible

Jeanette Long

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Classroom walkthrough documentation, student evidence while in the classroom observing

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Monitor gradebook grades for targeted ELL students

Person Responsible

Tiffany Bell

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Academic Intervention roster and posted grades

G1.B2.S3 Parent Math Night 4

S271943

Strategy Rationale

Method for informing parents and students in school-wide math initiatives and provide helpful tips and strategies for parents when helping students at home.

Action Step 1 5

Parent Math Night

Person Responsible

Chundra Evens

Schedule

On 3/30/2018

Evidence of Completion

Parent, student, and community members sign in sheet and social media postings

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Math Night

Person Responsible

Chundra Evens

Schedule

On 3/30/2018

Evidence of Completion

Sign in sheets, social media postings

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Monitor gradebook grades for targeted ELL students

Person Responsible

Tiffany Bell


Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Academic Intervention Roster and FOCUS gradebook grades, posted grades

G1.B2.S4 Parent Literacy Night 4

 S271944

Strategy Rationale

Method for informing parents and students in school-wide literacy initiatives and provide helpful tips and strategies for parents when helping students at home.

Action Step 1 5

Parent Literacy Night

Person Responsible

Elizabeth Hadley

Schedule

On 1/31/2018

Evidence of Completion

Parent, student, and community sign in sheet and social media postings

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Literacy Night

Person Responsible

Elizabeth Hadley

Schedule

On 3/30/2018

Evidence of Completion

Sign in sheets, social media postings

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Monitor gradebook grades for targeted ELL students

Person Responsible

Tiffany Bell

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Academic Intervention Roster

G1.B2.S5 AVID Night 4

S271945

Strategy Rationale

Method for informing parents and students in middle school AVID strategies, overview of the AVID program, and provide helpful tips and strategies for parents when helping students at home.

Action Step 1 5

AVID Night

Person Responsible

Nikki Sloan

Schedule

On 5/30/2018

Evidence of Completion

Student, parent and community sign in sheet, social media postings

Plan to Monitor Fidelity of Implementation of G1.B2.S5 6

AVID Night

Person Responsible

Nikki Sloan

Schedule

On 5/30/2018

Evidence of Completion

Students, parents, and community sign in sheet

Plan to Monitor Effectiveness of Implementation of G1.B2.S5 7

Monitor gradebook grades for targeted ELL students

Person Responsible

Tiffany Bell

Schedule

Weekly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Academic Intervention Roster

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S4.A1 A364670	Parent Literacy Night for parents, students, community and instructional ELA and literacy...	Hadley, Elizabeth	1/8/2018	Parent, student, and community members sign in sheet and social media postings	1/31/2018 one-time
G1.B2.S4.A1 A364675	Parent Literacy Night	Hadley, Elizabeth	1/10/2018	Parent, student, and community sign in sheet and social media postings	1/31/2018 one-time
G1.B1.S3.MA1 M390319	Math and Literacy Night for parents, students and community members	Hadley, Elizabeth	1/8/2018	Sign in sheets, social media postings	3/30/2018 one-time
G1.B2.S3.MA1 M390329	Math Night	Evens, Chundra	3/1/2018	Sign in sheets, social media postings	3/30/2018 one-time
G1.B2.S3.A1 A364674	Parent Math Night	Evens, Chundra	3/1/2018	Parent, student, and community members sign in sheet and social media postings	3/30/2018 one-time
G1.B1.S4.MA1 M390321	Literacy Night	Hadley, Elizabeth	1/8/2018	Sign in sheets, social media postings	3/30/2018 one-time
G1.B2.S4.MA1 M390331	Literacy Night	Hadley, Elizabeth	1/10/2018	Sign in sheets, social media postings	3/30/2018 one-time
G1.B1.S3.A1 A364669	Parent Math Night	Evens, Chundra	3/1/2017	Parent, student, and community members sign in sheet and social media postings	3/31/2018 one-time
G1.MA1 M390334	Academic Intervention	Bell, Tiffany	9/13/2017	Classroom walkthroughs, data from formative assessments Academic Intervention Roster/ Teacher documentation	5/23/2018 weekly
G1.B1.S1.MA1 M390315	Professional development attendance rosters	Hadley, Elizabeth	8/26/2017	Professional development points awarded to participants	5/23/2018 weekly
G1.B1.S1.A1 A364667	Professional Development	Hadley, Elizabeth	8/23/2017	Classroom walkthroughs, PLC observation, attendance rosters	5/23/2018 weekly
G1.B2.S1.MA1 M390324	Professional Development	Hadley, Elizabeth	8/23/2017	Professional Development attendance rosters	5/23/2018 weekly
G1.B2.S1.MA1 M390325	Professional Development	Hadley, Elizabeth	8/23/2017	Professional Development points awarded to participants.	5/23/2018 weekly
G1.B2.S1.A1 A364672	Professional Development	Hadley, Elizabeth	8/23/2017	Classroom walkthroughs, PLC observation, attendance rosters	5/23/2018 weekly
G1.B1.S2.MA1 M390317	PLC Observation	Evens, Chundra	8/23/2017	PLC Minutes/Feedback/Agendas	5/23/2018 weekly
G1.B1.S2.A1 A364668	ESE Strategies	Hadley, Elizabeth	8/23/2017	Classroom walkthroughs, PLC observation	5/23/2018 semiannually
G1.B2.S2.A1 A364673	ELL Strategies	Hadley, Elizabeth	8/23/2017	Classroom walkthroughs, PLC observation	5/23/2018 weekly
G1.B1.S1.MA1 M390314	Monitor gradebook grades for targeted ESE and ELL students	Bell, Tiffany	8/10/2017	Academic Intervention Roster	5/30/2018 weekly
G1.B1.S2.MA1 M390316	Monitor gradebook grades for targeted ESE and ELL students	Bell, Tiffany	8/10/2017	Academic Intervention Roster	5/30/2018 weekly
G1.B2.S2.MA1 M390326	Monitor gradebook grades for targeted ELL students	Bell, Tiffany	8/10/2017	Academic Intervention roster and posted grades	5/30/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1 M390327	Classroom walkthroughs, pre-post conferences with teachers	Long, Jeanette	8/10/2017	Classroom walkthrough documentation, student evidence while in the classroom observing	5/30/2018 quarterly
G1.B1.S3.MA1 M390318	Monitor gradebook grades for targeted ESE students	Bell, Tiffany	8/10/2017	Academic Intervention Roster	5/30/2018 weekly
G1.B2.S3.MA1 M390328	Monitor gradebook grades for targeted ELL students	Bell, Tiffany	8/10/2017	Academic Intervention Roster and FOCUS gradebook grades, posted grades	5/30/2018 weekly
G1.B1.S4.MA1 M390320	Monitor gradebook grades for targeted ESE students	Bell, Tiffany	8/10/2017	Academic Intervention Roster	5/30/2018 weekly
G1.B2.S4.MA1 M390330	Monitor gradebook grades for targeted ELL students	Bell, Tiffany	8/10/2017	Academic Intervention Roster	5/30/2018 weekly
G1.B1.S5.MA1 M390322	Monitor gradebook grades for targeted ESE students	Bell, Tiffany	8/10/2017	Academic Intervention Roster, posted grades	5/30/2018 weekly
G1.B1.S5.MA1 M390323	AVID Night for parents, students, and community members.	Sloan, Nikki	9/1/2017	Sign in sheets, social media postings	5/30/2018 one-time
G1.B1.S5.A1 A364671	AVID Night	Sloan, Nikki	9/1/2017	Sign in sheet, social media postings	5/30/2018 one-time
G1.B2.S5.MA1 M390332	Monitor gradebook grades for targeted ELL students	Bell, Tiffany	8/10/2017	Academic Intervention Roster	5/30/2018 weekly
G1.B2.S5.MA1 M390333	AVID Night	Sloan, Nikki	9/10/2017	Students, parents, and community sign in sheet	5/30/2018 one-time
G1.B2.S5.A1 A364676	AVID Night	Sloan, Nikki	9/1/2017	Student, parent and community sign in sheet, social media postings	5/30/2018 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If all teachers implement effective, rigorous instruction that is aligned to the state standards; and are monitored with fidelity, then all students will increase in their achievement levels throughout all academic and art areas.

G1.B1 Due to an increase number of ESE students in the student population, it has become evident that consistent implementation of ESE Instructional Strategies is needed school-wide.

G1.B1.S1 Professional Development for all teachers.

PD Opportunity 1

Professional Development

Facilitator

Academic Coaches, teacher leaders, VE and ELL instructors and specialists.

Participants

All instructional staff

Schedule

Weekly, from 8/23/2017 to 5/23/2018

G1.B1.S2 ESE Strategies

PD Opportunity 1

ESE Strategies

Facilitator

VE Teacher and district ESE resource teacher

Participants

All instructional staff

Schedule

Semiannually, from 8/23/2017 to 5/23/2018

G1.B2 Due to an increase number of ELL students in the student population, it has become evident that consistent implementation of ELL Instructional Strategies is needed school-wide.

G1.B2.S1 Professional Development for all teachers.

PD Opportunity 1

Professional Development

Facilitator

Academic Coaches and teacher leaders

Participants

All OCSA instructional staff

Schedule

Weekly, from 8/23/2017 to 5/23/2018

G1.B2.S2 ELL Strategies

PD Opportunity 1

ELL Strategies

Facilitator

Academic Coaches and teacher leaders

Participants

OCSA instructional staff (focus on ELA/reading, math)

Schedule

Weekly, from 8/23/2017 to 5/23/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Professional Development	\$0.00
2	G1.B1.S2.A1	ESE Strategies	\$0.00
3	G1.B1.S3.A1	Parent Math Night	\$0.00
4	G1.B1.S4.A1	Parent Literacy Night for parents, students, community and instructional ELA and literacy instructional staff members	\$0.00
5	G1.B1.S5.A1	AVID Night	\$0.00
6	G1.B2.S1.A1	Professional Development	\$0.00
7	G1.B2.S2.A1	ELL Strategies	\$0.00
8	G1.B2.S3.A1	Parent Math Night	\$0.00
9	G1.B2.S4.A1	Parent Literacy Night	\$0.00
10	G1.B2.S5.A1	AVID Night	\$0.00
Total:			\$0.00