School District of Osceola County, FL

St. Cloud High School

2015-16 School Improvement Plan

St. Cloud High School

2000 BULLDOG LANE, St Cloud, FL 34769

www.osceola.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	60%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	A	A

Preliminary 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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

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 Environment

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

Saint Cloud High uses PAWS remediation time midday to allow teachers to select specific students and work with them in small groups building relationships that result in academic success. A wide variety of extracurricular clubs and programs like the Golden Girls Dance Team, French and Spanish Clubs, Jazz Band, etc. allow students of multiple ethnic and cultural backgrounds to connect with the school and teachers. Teachers are trained and encouraged to conduct student-centered instruction providing students with choice and opportunities to express their cultural backgrounds. Finally, a SCHS Spirit Committee was created to explore ways to celebrate student success from academics to cultural accomplishments at pep rallies and club rushes during lunch at the beginning of each quarter.

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

Supervision is provided before and after school hours by the administration and staff. Coaches and teachers are instructed to never leave students unattended. Administration shares rotating duties at all after school events from sports to concerts. Law enforcement (SRO) and security guard (ret. police) are always present. Teachers are held to a standard of high expectations, respect vs. ridicule, and teaching students a growth mindset.

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

Teachers are trained to proactively prevent discipline issues by using student-centered, high engaging lesson activities. Although not a PBS school, the PBS model is followed concerning warning, teacher consequence, parent contact, referral progressive process regarding discipline incidents. Teachers are asked to use positive referrals to reinforce positive behaviors and character traits. Character trait videos are developed by our students in the Digital Video program and reinforced through morning announcements. Deans hold students accountable for referrals written by teachers with consequences ranging from detentions to ISS or OSS. Community service and reverse discipline practices are also exercised in order to teach students how to make amends for mistakes.

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

We have a team of 5 counselors and one College and Career Counselor to make presentations, create support groups, and provide crisis intervention. In addition, a school psychologist and social worker are available for students social-emotional needs. Through our PAWS program, we have developed a peer mentor system where upperclassmen are paired with underclassmen struggling academically or socially. Our Best Buddies work with the ESE population in particular meeting their social-emotional needs with events like prom, talent show, and monthly lunch socials.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Our EWS includes all of the indicators above including retentions/behind cohort group and GPA below 1.5. These students once identified are placed into Tier 2 or 3 MTSS interventions through our PAWS program. Those who will not graduate due to the EWS indicators are called to a family conference with the admin and guidance and encouraged to pursue an alternate school in order to graduate.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	78	48	45	171
One or more suspensions	0	144	151	112	407
Course failure in ELA or Math	0	169	140	90	399
Level 1 on statewide assessment	119	98	80	51	348

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

Indicator	Grade Level			Total
	10	11	12	
Students exhibiting two or more indicators	49	40	11	100

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

The students indicated with EWS's are tracked on a consistent basis through the MTSS process. At MTSS meetings the data for these students is reviewed, tracked, and individual academic plans or meetings are generated based on the student's area in which improvement is needed.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

We employ a multitude of techniques to promote parent involvement. SAC, guidance information nights, curriculum fairs, awards ceremonies, meetings providing free child care and dinner, performances, etc. Teachers utilize group emails and TIPS to include parents in class updates and homework. We have added a twitter account and Remind 101 recently to keep parents abreast of event announcements. Athletic banquets are held at the conclusion of seasons to celebrate student success with parents.

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

SCHS maintains relationships with several business partners in the community. These symbiotic relationships involve things like attendance at sporting and curriculum events, fundraising at the places of business, and attendance at Chamber of Commerce and Notary meetings. We recently spoke at a Chamber of Commerce meeting presenting our Business Academy, AVID, and school-within-a-school programs to solicit professional relationships like guest speakers, job shadowing, and internships.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Fancher, Nate	Principal
Schwartz, Jeff	Assistant Principal
Wrona, Jennifer	Assistant Principal
Hague, Mike	Assistant Principal

Duties

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

Each member of the MTSS team plays a vital role to creation and implementation of both the MTSS goals and SIP goals. The members include: Ms. Wrona (AP/MTSS Coach) who runs attendance reports and updates team on attendance issues/data, she also facilitates the bimonthly meetings and provides an agenda for the meetings; Mr. Schwartz (API) oversees and monitors teacher input forms concerning students who are in need of more individualized interventions and also how those interventions are implemented during PAWS time; Mr. Godfrey (Dean) oversees and monitors students behaviors- flagging those students who need more behavioral interventions, Mrs. Morales (Math Coach) pulls/monitors math data specifically in the areas of Alegbra and Geometry to assess students in need of further intervention; Mr. Morales (Literacy Coach), oversees and monitors student progression in both English and Reading class (especially Int. Reading as they are already Tier II) by pulling relative data from the STAR, Empower, Lexia, and Reading Plus programs; Ms. Carrington (School Psychologist) reads/completes evaluations on students and meets with students in need of

counseling; Ms. Rizer(Guidance Counselor) monitors students behind in credits and their progression towards graduating on time; Ms. Smith (Guidance Counselor) and Ms. Crowell (Guidance Counselor) mointor and assist at-risk Juniors/Seniors, Mr. Cordero (Guidance Counselor) assists the MTSS Coach with proper documentation of students in Tier II and Tier III, Ms. Pontillo (Guidance Counselor) monitors and assists at-risk freshment whom have repeated either before they reached high school or while in 9th grade, Ms. Godfrey (RCS) assists with Tier III evaluations, meetings, and reports.

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

We have time established in the middle of our day for remediation, grade recovery, and MTSS interventions. PAWS stands for Purposeful Academic Work time for Success. During this 24 minute period of a 54 minute lunch period on MWF, teachers can pull students for small group or individual remediation. 2x a month teachers pull the grades for their 4th period rosters to check for failing grades. The MTSS team monitors failing grades and reviews test scores to determine if students need to be assigned a specific intervention during PAWS time. A new teacher input form will be utilized this year as well to help ensure that every student is receiving the assistance they need to be successful at SCHS.
Supplemental Academic Instruction is used for drop out prevention in the form of tutoring, grade forgiveness, and credit recovery. These funds are used after school, weekends, and summers for these purposes. Our district has qualified for free breakfast for the entire year in terms of nutrition programs. We have 8 CTE programs, half are CAPE Academies with access to Perkins funding to assist with the industry certifications. We are adding more certifications in our digital video/3D animation, entrepreneurship/marketing, and auto tech programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Anthony Pinkerton	Student
Nanette Davis	Parent
Zoraida Hellmer	Parent
Nancy Bogaenko	Parent
Debra Orlansky	Teacher
Lorena Bruneau	Parent
Abigail Bruneau	Student
Lisa Coamey	Parent
Samira El Hadidi	Parent
Eric Gentry	Parent
Norma Gutierrez	Parent
Edward Gutierrez	Parent
Barry Hellmer	Parent
Lesha Jones	Parent
Christine Markham	Parent
Christina McDaniel	Parent
Lynn Messersmith	Parent
Julia Owens	Parent
Carlos Veras	Parent
Ashmel Veras	Student

Duties

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

Evaluation of last year's school improvement plan

SAC will be presented with data regarding progress towards the SIP goals from last year.

Development of this school improvement plan

A workshop was held for idea contributions to the attendance and academic achievement problem solving goals for the school. SAC will ultimately improve the SIP plan and request progress monitoring updates at the monthly meetings.

Preparation of the school's annual budget and plan

SAC ultimately approves the plan for school recognition funding. Teachers requesting SAC funds for things like professional development and student recognition must submit a form approved by the principal and then presented to SAC for approval.

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

Student recognition
Resources for rigorous Test Item Banks
AVID conference

TI training
Band equipment
FCCLA National Competition
Guidance conference

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Fancher, Nate	Principal
Martin, Susan	Teacher, K-12
Schwartz, Jeff	Assistant Principal
Wrona, Jennifer	Assistant Principal
	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT's major initiative is to continue to make instructional adjustment in ELA classrooms to the new FSA in 9th and 10th grade. As well as supporting content area teachers in PD focused on deconstructing questions that students will be exposed to on EOC and EOY exams. Assisting teachers in deconstruction, will help them in turn help their students to understand what the question is asking in order to increase the probability of the student answering the question correctly. In addition, the reading and writing coaches will be visible in PLCs on a consistent basis assisting teachers in reading and writing strategies which can be utilized in any content area.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

We plan to turn our PLC's into high functioning PLC's through a common PLC lesson plan, increased planning time, and administrative support to facilitate positive norms/collaboration. Our new PLC lesson plan serves as a checklist or agenda for all PLC meetings as it mirrors the PLC cycle. The lesson plan, common formatives, and all other PLC deliverables will be stored on a public share drive or OneDrive as a living document available for core teachers, support teachers, and administration to work collaboratively towards improving student learning.

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

We employ multiple means to help recruit and retain highly qualified teachers. Our district sends personnel to job fairs in other states and provides us with a list of top prospects to contact. In addition, our district HR department searches various teacher application web sites to send us candidates beyond

those who apply on our district online system Winocular. We attend the Great Florida Teach In job fair as well as those offered by local universities like UCF. As for retention, we have a mentoring program for new hires, which includes monthly mini-PDs to help assist them in anyway that they need assistance, in addition to adjusting to the school and or district. We use both district and site-based professional development to help teachers with best practice and certification tests. The Teacher Match system provides scores on potential instructional candidates to help ensure that the best teacher for the job is selected. Persons responsible is a joint effort on behalf of the entire administrative team.

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

Our mentoring program includes a separate training/meeting for new hires and their mentors. Meetings are arranged throughout the year to share best practice and include observations of the mentor as well as other teachers. The district has a portfolio plan for new hires and the mentors as well as AP Jennifer Wrona, responsible for PD, help the new hires with this process. Strategic pairings are made between mentor and protege based upon similar subject, department, strongest teachers, years of experience, etc.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Core instructional programs will utilize CPALMS for accessing standards and district-created curriculum maps. Test specs and practice tests will be utilized through the Florida Standards Assessments portal. These two resources are at the foundation of the common PLC lesson plan we will utilize this year.

Instructional Strategies

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

Data is collected through PLC common formatives as well as district quarterly exams and STAR reading. This data is analyzed as part of the PLC process. Teachers identify weakness areas and struggling students and collectively discuss the best approaches to remediate and differentiate proactively. Our PAWS program allows teachers to select small groups of students with specific deficiencies and work with them during our lunch period as a true intervention. ESE and ESOL accommodations and modifications are present in the PLC lesson plan and discussions. Finally, we have begun a school-within-a-school called the PRIDE School to have an alternative on campus for students proven unsuccessful in the traditional school setting. Key components of the PRIDE School include teacher/student tutors, goal setting/self progress tracking/incentive system, self-paced learning environment, and 18 credit grad plan for dual enrollment at TECO.

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: Extended School Day

Minutes added to school year:

SAI dollars are utilized in extended learning after school for drop-out prevention, grade forgiveness, and credit recovery through the Plato lab on Tuesdays and Thursdays. The media center is kept open for tutoring sessions with sports teams and research. Most teachers offer tutoring by appointment before or after school in addition to the PAWS remediation required during our lunch hour.

Strategy Rationale

Some students need extra time or repeat exposure in various learning methods in order to retain and comprehend knowledge and process skills.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

All students who participate in a program funded by SAI dollars are tracked for GPA and FCAT score improvements. In addition to the number of times they attend, the subject type of activity is tracked as well.

Strategy: Weekend Program

Minutes added to school year: 60

SAI dollars are used to fund our Saturday School program. This includes a combination or reading, math, and ESE teachers for about 3 hours for 10 Saturdays a semester. Activities include credit recovery through Plato as well as tutoring in math and reading in particular. EOC bootcamps are conducted as well to prepare students for these tests.

Strategy Rationale

Some students need extra time or repeat exposure in various learning methods in order to retain and comprehend knowledge and process skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Fancher, Nate, fanchern@osceola.k12.fl.us

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

All students who participate in a program funded by SAI dollars are tracked for GPA and FCAT score improvements. In addition to the number of times they attend, the subject type of activity is tracked as well.

Strategy: Summer Program

Minutes added to school year:

Summer School is funded by SAI dollars/grants. The following courses are provided: CIW industry certification, Driver's Ed, Impact (credit recovery), Alg EOC Remediation, and ESE camps.

Strategy Rationale

Some students need extra time or repeat exposure in various learning methods in order to retain and comprehend knowledge and process skills. The CIW industry certification course was designed as both an orientation to the high school and Business Academy as well as the opportunity to earn high school credit and an industry certification for students.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fancher, Nate, fanchern@osceola.k12.fl.us

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

Teachers track attendance and report grades/grade changes for those eligible. District spiral testing is used to track progress of the students in the Alg EOC remediation class as well. Industry certifications earned will be documented through student records.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

For incoming middle school students, we have held vertical articulation trainings for teachers and met with the middle school administration to offer CTE courses that support our Business Academy. In addition, we offer summer courses to freshmen to serve as both an orientation and opportunity to earn credit/industry certification (CIW). As for the post secondary transition, we offer DE and AP courses on our campus. In addition, we have a College and Career counselor who develops a career plan with every student and promotes events like College and Career Days, Got College events/field trips, and support with completing post secondary applications and scholarships.

College and Career Readiness

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

In addition to our CTE programs, we offer Advanced Placement, Dual Enrollment, and Honors level course work to help students prepare for any college and career options they desire. Our counseling department has a College and Career Specialist to assist students with the post-secondary application process. College fairs, scholarship nights, curriculum fairs, grade-level informational

meetings, and one-on-one scheduling opportunities are just a few of the activities we have to help students develop a progression plan that is right for them.

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

We currently have 9 Career and Technical Education programs, with half of those being CAPE Academies. These academies connect career course teachers with academic core teachers who conduct interdisciplinary projects and instruction together. These relationships help students see the relevance between their classes while preparing them for the future.

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

Graduation requirements are tracked by counselors for the students assigned to them by alphabet. Plato courses are used during, after, and for summer school to improve graduation rates. AP courses are promoted using the PSAT and AP Potential report from College Board. We have our entire 9th and 10th grades take the PSAT and a majority of 11th graders as well. Our College and Career counselor works with students concerning tracking for Bright Futures Scholarships. We have recently added 4 DE courses offered here on campus to help those students who do not have transportation to Valencia. We offer the English 4 College Prep course as well and Math for College Readiness and Success course to help students with post-secondary readiness. Finally, we look for every opportunity to partner with universities to help our students. One example is the Medical Pipeline Partnership between our district, Valencia, and UCF. Another example is the music and drama articulation with Valencia.

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

Although the current High School Feedback report contains data only up to 2013, the following are weakness areas based upon 3 year trend data and will be a focus of improvement:Percent of graduates enrolled in a Florida public postsecondary institution in the Fall:Percent of graduates enrolled in college credit courses at a FL public postsecondary institution earning a GPA above 2.0: In order to address these weaknesses, we must develop career plans for all students as early as possible and increase the rigor in our courses based upon the new Florida Standards. Students will be held accountable for applying for postsecondary opportunities and reporting their plans as privileges will be retracted upon a failure to complete these responsibilities.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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.

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.

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School Improvement Goals

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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

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Strategic Goals Summary

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G1.   Increase student performance on standardized testing in order to close the achievement gap between various groups of students.

G2.   Increase school-wide performance on industry certification exams.

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Strategic Goals Detail

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

G1. Increase student performance on standardized testing in order to close the achievement gap between various groups of students. `1a`

🔍 G069228

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - ELL	49.0
AMO Math - ELL	53.0
AMO Reading - SWD	56.0
AMO Math - SWD	56.0

Resources Available to Support the Goal `2`

- RCS, FIN, District/School academic coaches

Targeted Barriers to Achieving the Goal `3`

- Increase knowledge, communication, and collaboration in regards to how a high-functioning core/support team should operate.

- Increase proficiency of differentiation within all classrooms

Plan to Monitor Progress Toward G1. `8`

Walkthrough snapshot data

Person Responsible
Jeff Schwartz

Schedule
Weekly, from 10/27/2014 to 6/3/2016

Evidence of Completion
.student centered activities- authentic student engagement as a results of the activities

G2. Increase school-wide performance on industry certification exams. [1a]

🔍 G069229

Targets Supported [1b]

Indicator	Annual Target
Postsecondary Enrollments	50.0

Resources Available to Support the Goal [2]

- Academic Coaches, District Coaches

- Possible test prep materials

Targeted Barriers to Achieving the Goal [3]

- Increase teacher led/guided instruction, with student independent practice

Plan to Monitor Progress Toward G2. [8]

CTE exams passed

Person Responsible
Jeff Schwartz

Schedule
Semiannually, from 1/11/2016 to 1/15/2016

Evidence of Completion
Passing % of online practice exams found on- Certa-Port, module exams, or LJ Create

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. Increase student performance on standardized testing in order to close the achievement gap between various groups of students. 1

🔍 G069228

G1.B1 Increase knowledge, communication, and collaboration in regards to how a high-functioning core/support team should operate. 2

🔍 B180099

G1.B1.S1 Attend professional development offered by FIN through out the school year to support VE/ESE teachers. 4

🔍 S191374

Strategy Rationale

PD will empower VE/ESE teachers with the knowledge and "know-how" of collaboration and team teaching.

Action Step 1 5

FIN professional development course.

Person Responsible

Stephanie Godfrey

Schedule

Semiannually, from 10/1/2015 to 1/11/2016

Evidence of Completion

Application of strategies learned which are observable in daily classroom practices, including evidence of common planning- both teachers involved in the delivery of instruction.

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

Consistent observations in VE/Reg Ed classrooms

Person Responsible

Jeff Schwartz

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

team teaching/collaboration, differentiation, small groups

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

Academic progression/achievement of VE student in regular ed classrooms

Person Responsible

Jennifer Wrona

Schedule

Biweekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Standards based grading will be monitored and reflected to show students ability to retake/ improve scores on assignments and tests

G1.B2 Increase proficiency of differentiation within all classrooms [2]

🔍 B180100

G1.B2.S1 Effective use of support teacher to facilitate differentiation in small group setting. [4]

🔍 S191375

Strategy Rationale

Small group differentiation will increase student understanding for SWDs in order to close achievement gap with regular ed students.

Action Step 1 [5]

Understanding and use of what differentiation is and what it looks like when implemented across all content areas.

Person Responsible

Nate Fancher

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of differentiation will be collected during classroom walkthrough data in conducting snapshots.

Action Step 2 [5]

Layout of support classrooms will allow for a small group setting.

Person Responsible

Jennifer Wrona

Schedule

Weekly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Small group setting will consistently be utilized by support/regular ed teacher- evident during classroom walkthroughs

Action Step 3 `5`

Effective scheduling of ELL paras to support classes with high LY populations

Person Responsible

Jennifer Wrona

Schedule

Daily, from 9/14/2015 to 6/3/2016

Evidence of Completion

ELL paras following schedule created based off of LY data

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

Differentiation is consistently used within support classrooms

Person Responsible

Jeff Schwartz

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom walkthrough snapshot data, in addition to walkthrough evaluations scoring Domain 1

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

LY grade distribution and academic progress

Person Responsible

Jennifer Wrona

Schedule

Biweekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

MTSS will track LY progress on STAR data, TTM data, and academic progress in core classes- particularly failing grades

G1.B2.S2 Teacher awareness and consistent implementation of accommodations. 4

S191376

Strategy Rationale

Proper implementation of accommodations will allow students to access the curriculum more effectively.

Action Step 1 5

Teacher documentation of accommodation on sheet/organized in ESE folder within teacher data binder

Person Responsible

Jennifer Wrona

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

completed documentation sheet for each class period found in red ESE folder

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

students receiving accommodations as needed when appropriate

Person Responsible

Nate Fancher

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Documentation in observations of students receiving accommodation and teachers making conscience effort to accommodate all students in order for authentic learning to take place.

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

Consistent implementation of accommodations within the regular education setting

Person Responsible

Jennifer Wrona

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Students receiving extra time assignments, copies of notes, utilization of notes on tests, tests being read aloud, etc.

G1.B2.S3 PD on student centered activities where differentiation can occur in various classroom settings/student grouping to allow for deeper learning and concept attainment. `4`

🔑 S191377

Strategy Rationale

PD will assist teachers in learning new strategies that can be easily implemented within any academic discipline.

Action Step 1 `5`

Plan PD for student centered activities on PD designated day

Person Responsible

Stephanie Godfrey

Schedule

On 10/23/2015

Evidence of Completion

Implementation of strategies learned in the classroom

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

Differentiated activities

Person Responsible

Jennifer Wrona

Schedule

Weekly, from 10/26/2015 to 6/3/2016

Evidence of Completion

Students participating in differentiated activities throughout academic courses

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

Person Responsible

Schedule

Evidence of Completion

G2. Increase school-wide performance on industry certification exams. `1`

🔍 G069229

G2.B4 Increase teacher led/guided instruction, with student independent practice `2`

🔍 B180105

G2.B4.S1 Common board configuration in CTE classrooms incorporating Target Skills and LEQ `4`

🔍 S191378

Strategy Rationale

Students being consistently exposed to same expectations in all of their classrooms through common board configuration allows for predictability and purpose in everyday instruction.

Action Step 1 `5`

LEQ and Target Skills consistently configured, posted, and utilized in all CTE classrooms.

Person Responsible

Jeff Schwartz

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

LEQ and Target posted on board

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Posting of LEQ and Target will be monitored through snapshot data, and evaluations (walkthroughs, etc.)

Person Responsible

Jeff Schwartz

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data from evaluations

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Student pass rate on practice exams and module exams

Person Responsible

Jeff Schwartz

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Pass rates of student exam data will be monitored.

G2.B4.S2 Investigate possible test prep materials for various CTE exams `4`

`S191379`

Strategy Rationale

Students need more practical test taking practice/exposure to exam style questions.

Action Step 1 `5`

CTE Test Prep Materials

Person Responsible

Jeff Schwartz

Schedule

On 9/30/2015

Evidence of Completion

purchasing materials for distribution

Plan to Monitor Fidelity of Implementation of G2.B4.S2 `6`

CTE materials found will be consistently implemented to expose students to questions consistent to actual CTE exam

Person Responsible

Jeff Schwartz

Schedule

Monthly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Use of practice exams is reflected and documented in lesson plans, in addition to being observed during walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

Student practice test data

Person Responsible

Jennifer Wrona

Schedule

Monthly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Student data collected will show increase in test scores over time of monthly administrations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	FIN professional development course.	Godfrey, Stephanie	10/1/2015	Application of strategies learned which are observable in daily classroom practices, including evidence of common planning- both teachers involved in the delivery of instruction.	1/11/2016 semiannually
G1.B2.S1.A1	Understanding and use of what differentiation is and what it looks like when implemented across all content areas.	Fancher, Nate	8/24/2015	Evidence of differentiation will be collected during classroom walkthrough data in conducting snapshots.	6/3/2016 weekly
G1.B2.S2.A1	Teacher documentation of accommodation on sheet/organized in ESE folder within teacher data binder	Wrona, Jennifer	8/24/2015	completed documentation sheet for each class period found in red ESE folder	6/3/2016 daily
G1.B2.S3.A1	Plan PD for student centered activities on PD designated day	Godfrey, Stephanie	10/23/2015	Implementation of strategies learned in the classroom	10/23/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.A1	LEQ and Target Skills consistently configured, posted, and utilized in all CTE classrooms.	Schwartz, Jeff	8/24/2015	LEQ and Target posted on board	6/3/2016 daily
G2.B4.S2.A1	CTE Test Prep Materials	Schwartz, Jeff	9/14/2015	purchasing materials for distribution	9/30/2015 one-time
G1.B2.S1.A2	Layout of support classrooms will allow for a small group setting.	Wrona, Jennifer	8/24/2015	Small group setting will consistently be utilized by support/regular ed teacher-evident during classroom walkthroughs	8/24/2015 weekly
G1.B2.S1.A3	Effective scheduling of ELL paras to support classes with high LY populations	Wrona, Jennifer	9/14/2015	ELL paras following schedule created based off of LY data	6/3/2016 daily
G1.MA1	Walkthrough snapshot data	Schwartz, Jeff	10/27/2014	.student centered activities- authentic student engagement as a results of the activities	6/3/2016 weekly
G1.B1.S1.MA1	Academic progression/achievement of VE student in regular ed classrooms	Wrona, Jennifer	9/7/2015	Standards based grading will be monitored and reflected to show students ability to retake/improve scores on assignments and tests	6/3/2016 biweekly
G1.B1.S1.MA1	Consistent observations in VE/Reg Ed classrooms	Schwartz, Jeff	8/31/2015	team teaching/collaboration, differentiation, small groups	6/3/2016 weekly
G1.B2.S1.MA1	LY grade distribution and academic progress	Wrona, Jennifer	9/14/2015	MTSS will track LY progress on STAR data, TTM data, and academic progress in core classes- particularly failing grades	6/3/2016 biweekly
G1.B2.S1.MA1	Differentiation is consistently used within support classrooms	Schwartz, Jeff	8/24/2015	Classroom walkthrough snapshot data, in addition to walkthrough evaluations scoring Domain 1	6/3/2016 weekly
G1.B2.S2.MA1	Consistent implementation of accommodations within the regular education setting	Wrona, Jennifer	8/24/2015	Students receiving extra time assignments, copies of notes, utilization of notes on tests, tests being read aloud, etc.	6/3/2016 weekly
G1.B2.S2.MA1	students receiving accommodations as needed when appropriate	Fancher, Nate	8/24/2015	Documentation in observations of students receiving accommodation and teachers making conscience effort to accommodate all students in order for authentic learning to take place.	6/3/2016 weekly
G1.B2.S3.MA1	[no content entered]			one-time	
G1.B2.S3.MA1	Differentiated activities	Wrona, Jennifer	10/26/2015	Students participating in differentiated activities throughout academic courses	6/3/2016 weekly
G2.MA1	CTE exams passed	Schwartz, Jeff	1/11/2016	Passing % of online practice exams found on- Certa-Port, module exams, or LJ Create	1/15/2016 semiannually
G2.B4.S1.MA1	Student pass rate on practice exams and module exams	Schwartz, Jeff	8/24/2015	Pass rates of student exam data will be monitored.	6/3/2016 monthly
G2.B4.S1.MA1	Posting of LEQ and Target will be monitored through snapshot data, and evaluations (walkthroughs, etc.)	Schwartz, Jeff	8/24/2015	Data from evaluations	6/3/2016 weekly
G2.B4.S2.MA1	Student practice test data	Wrona, Jennifer	10/5/2015	Student data collected will show increase in test scores over time of monthly administrations	6/3/2016 monthly
G2.B4.S2.MA1	CTE materials found will be consistently implemented to expose students to questions consistent to actual CTE exam	Schwartz, Jeff	10/5/2015	Use of practice exams is reflected and documented in lesson plans, in addition to being observed during walkthroughs	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student performance on standardized testing in order to close the achievement gap between various groups of students.

G1.B1 Increase knowledge, communication, and collaboration in regards to how a high-functioning core/support team should operate.

G1.B1.S1 Attend professional development offered by FIN through out the school year to support VE/ESE teachers.

PD Opportunity 1

FIN professional development course.

Facilitator

FIN (Florida Inclusion Network), District ESE Department

Participants

All VE and Regular Ed Teachers

Schedule

Semiannually, from 10/1/2015 to 1/11/2016

G1.B2 Increase proficiency of differentiation within all classrooms

G1.B2.S1 Effective use of support teacher to facilitate differentiation in small group setting.

PD Opportunity 1

Understanding and use of what differentiation is and what it looks like when implemented across all content areas.

Facilitator

R. Morales, M. Morales, Martin (academic coaches)

Participants

All Teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

PD Opportunity 2

Layout of support classrooms will allow for a small group setting.

Facilitator

RCS- S. Godfrey

Participants

ESE/Reg Ed teachers

Schedule

Weekly, from 8/24/2015 to 8/24/2015

G1.B2.S3 PD on student centered activities where differentiation can occur in various classroom settings/student grouping to allow for deeper learning and concept attainment.

PD Opportunity 1

Plan PD for student centered activities on PD designated day

Facilitator

RCS/Academic Coaches

Participants

All Teachers

Schedule

On 10/23/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	FIN professional development course.	$0.00
2	G1.B2.S1.A1	Understanding and use of what differentiation is and what it looks like when implemented across all content areas.	$0.00
3	G1.B2.S1.A2	Layout of support classrooms will allow for a small group setting.	$0.00
4	G1.B2.S1.A3	Effective scheduling of ELL paras to support classes with high LY populations	$0.00
5	G1.B2.S2.A1	Teacher documentation of accommodation on sheet/organized in ESE folder within teacher data binder	$0.00
6	G1.B2.S3.A1	Plan PD for student centered activities on PD designated day	$0.00
7	G2.B4.S1.A1	LEQ and Target Skills consistently configured, posted, and utilized in all CTE classrooms.	$0.00
8	G2.B4.S2.A1	CTE Test Prep Materials	$0.00
		Total:	$0.00