

Osceola High School



2015-16 School Improvement Plan

Osceola High School

420 S THACKER AVE, Kissimmee, FL 34741

www.osceola.k12.fl.us

School Demographics

School Type

High

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

74%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

85%

School Grades History

Year
Grade

2014-15
C*

2013-14
C

2012-13
B

2011-12
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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	31
Appendix 3: Budget to Support Goals	0

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

Osceola High School's Mission statement: Graduate all students career and college ready.

Provide the school's vision statement

Osceola High School's Vision statement: Provide access to rigorous courses with interventions to support all students.

School Environment

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

Osceola High School has been deemed an international high school since 1996. Osceola High School learns about student cultures and builds relationships between its teachers and students by holding such functions as scholar nights, college and career nights, Kowboy Kick-Offs, and other teacher-student collaborative functions. We also have over 30 school sponsored clubs that help to create a welcoming environment to all students. Title III funds are used to support ELL students through the use of ELL paraprofessionals to work with Non-English Speaking Students and also Limited English Students.

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

Osceola High School creates an environment where students feel safe and respected on campus by having such events as anti-bullying meetings, student to student buddy programs, etc. The faculty works diligently to create an environment that is all-encompassing and creates a feeling of want and inclusion.

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

Osceola High School is a positive behavior school. We are proactive in awareness, prevention, and control of bullying. We offer the Stop Bullying Now! Program. This program addresses bullying and provides school awareness for violence and prevention.

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

Osceola High School receives funds from the School District of Osceola County to support the Educational Alternative Outreach program. Services are coordinated with the districts Drop-Out Prevention program. The funds are used to prevent at-risk students from dropping out of school and provide students with the opportunities to returning to an educational setting. In order to continue to help meet the social-emotional needs of our students, OHS offers a peer mediation program in which students must train for two years and take a course titled Peer Mediation before performing any student mediation. The program has been effective in minimizing student issues and has helped reduce the total amount of behavioral referrals.

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

The Early Warning System at Osceola High School consists of the following:

- Students with 10 or more days absent
- Three or more suspensions, whether in school or out of school
- Students with Course failure in math or language arts
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	92	110	88	73	363
One or more suspensions	7	5	6	4	22
Course failure in ELA or Math	52	79	77	27	235
Level 1 on statewide assessment	196	0	20	113	329
	0	0	0	0	
	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	52	25	27	23	127

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

Osceola High School uses Title I funds to provide professional development and purchase supplemental instructional materials. Title I funds are used to supplement the school through the use of resource teachers/coaches to increase student achievement. We will engage parents and community stakeholders in partnerships to establish shared ownership of student success. To assist those students who are failing courses and not performing on statewide standardized test, we will intensify learning. Intensifying learning helps build high-achieving schools, which in turn are more likely to produce successful, high-achieving students. We will provide professional development to ensure skilled teachers. We will ensure that our teachers are teaching to the standards. In order to assist students improve their academic performance OHS has developed a program called Lifting Academic Student Success for Opportunity (LASSO). This program provides additional time built in to the school schedule during the school day for students to complete assignments and provide tutoring. A one hour lunch is now available for students. During the first half hour of that lunch students have the option to obtain support from certified teachers as well as complete classwork. All students identified with needing assistance in reading work in the reading plus software program as well. To address those students who are not meeting our attendance expectations, the Early Truancy Intervention Team will explain to the student and parent that ill not acquire basic academic

competencies unless they attend school regularly. That intervention can have a positive effect on students to prevent academic failure or to prevent criminal ideologies sometimes caused by repetitious contact with the juvenile justice system. We will also explain that enforcement of school attendance rules are subject to state law. To assist those students who have three or more suspensions, we will concentrate on strategies that will help in minimizing suspensions. Suspension is assigned only as a consequence for behavior that is both disruptive and detrimental to the operation of the school. To maximize objectivity, administrative team members are encouraged to discuss whether an incident meets the criteria for out of- school suspension and, if so, whether suspension or an alternative action would provide the appropriate resolution. We will address patterns of poor behavior among students who are at risk for suspension.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191597>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

OHS will also enlist the assistance of our business partners. Our current business partners consists of the Orlando Solar Bears, Papa John's Pizza, The Omni Hotel at Championsgate, Park Inn, and many more.

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
Jones, Edward	Principal
Bryant, Bronsky	Assistant Principal
Jackson, Andrew	Assistant Principal
White, Kiersten	Assistant Principal
Remy, Christina	Assistant Principal

Duties

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

MTSS Academic -
Christina Remy- Assistant Principal
Stephen Darago - Learning Resource Specialist/MTSS Coach
Lynda Crafton - Math/Science Coach
Sharon Matthews - Literacy Coach
Esther Jimenez - ESOL LRS
Karen Glenn - RCS
Tracy Dunlap - Guidance Counselor
Patricia Lamasney-School Psychologist
Shea Lockamy-Speech Pathologist
MTSS Behavior -
Christina Remy - Assistant Principal
Stephen Darago - Learning Resource Specialist/MTSS Coach
Shaquana Morgan - Dean
Lynda Crafton - PBS Coordinator
Karen Glenn - RCS
Esther Jimenez - ESOL LRS
Tracy Dunlap - Guidance Counselor-School Psychologist
Patricia Lamasney-School Psychologist
Shea Lockamy-Speech Pathologist

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

The MTSS Leadership Team collects and views data of the student population. Students have already moved to Tier 2 when they were placed in Intensive Reading and Intensive Math classes. The MTSS Leadership Team has created two groups, academic and behavior, in order to meet the requirements of the MTSS and CIMS and to further serve more students. Osceola High School will use the Title I - Part A to supplement academic instruction. The funds will supplement Core subjects: Reading, Math, Writing, and Science to increase student achievement.

The Title I funds will be used to provide professional development and purchase supplemental instructional materials. OHS receives funds to support the Educational Alternative Outreach program. This program provides supplemental instruction and support services that address the special needs of Migrant students. Services are available for all students qualify for MEP. Osceola School District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the districts Drop-Out program. The funds are used to prevent at-risk students from dropping out of school and provide students with opportunities to returning to an educational setting.

Title I Part A funds are used to supplement all schools through the use of resource teachers/coaches to increase student achievement. It also supplements training through the professional development department at the district office. Training opportunities are offered to increase quality effective teaching to increase student achievement. Title II Part A funds supplementary funds to increase high-quality instructional teachers.

Title III funds are used to support ELL students through the use of ELL paraprofessionals to work with Non English Speaking students and also Limited English Students at Osceola High School. Title X funds are used to supplement the Families In Transition student needs which arise as a result of the unique needs brought about by students and families being homeless. The funds are used to meet these unique needs: lack of transportation, lack of require uniforms, offering services to students and non-Title school equivalent to Title I services.

Funds for Supplement Academic Instructions and Extended Learning Opportunities will be used to offer additional instructional assistance during after-school and Saturdays. These programs will focus on ACT Prep, SAT Prep and Credit Recovery. Instructional teachers will provide remediation for students who are needing additional support. Instructional resource materials will also be purchased. Osceola High School is a Positive Behavior Support school. We are proactive in awareness, prevention, and control of bullying. We offer this Stop Bullying Now! Program. This program addresses bullying and provide school awareness for violence prevention and student safety. OHS staff is also trained on the district and school emergency management plans.

Osceola High School offers free breakfast all students. In addition to following the guidelines discussed at the district nutrition and wellness committee. The committee is committed to providing school environments with resources and instruction that promotes and protects health, well-being and the physical activity for OHS students and OHS staff. Students are identified through the use of the district domiciled questionnaire. This form is applied to every student. Parents can also request assistance through the OHS guidance department and the OHS FIT coordinator.

Osceola High School offer students opportunities to participate in the On the Job Training Program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Herb Green	Parent
Lisa Jackzo	Parent
Karen Wheeler	Teacher
Brandie Green	Student
Christina Remy	Teacher
Lynda Crafton	Teacher
Rich Colainni	Parent
Rhonda Bulter	Parent
Lisa Green	Parent
Herb Green	Parent
Felisa Lewis	Parent
Kara Pierson	Parent
Cassandra Rivera	Parent
Kevin Lewis	Student
Antonio Rosario	Student
Adrienne Van Bremmel	Education Support Employee
	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 was introduced to our 2015-2016 SIP in the September meeting and will review and vote on the first stage in October. A review of last year's SAC will also occur during October's meeting.

Development of this school improvement plan

SAC is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The SAC members are able to make recommendations to the SIP. They also approve the SIP.

Preparation of the school's annual budget and plan

At the October 2015 meeting, the SAC will review the school improvement funds. Allocations will be determined for each SIP goal, which include professional development for teachers, and instructional materials.

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

Science Dept. refrigerator for storage of lab specimens.
Robotics received money for competition
Social Studies went to an AP conference
Math received funds for calculators
Reading received funds for headphones

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
	Instructional Coach
Conners, Vivian	Teacher, K-12
Matthews, Sharon	Instructional Coach
Crafton, Lynda	Instructional Coach
Bryant, Bronsky	Assistant Principal
Jackson, Andrew	Assistant Principal
Remy, Christina	Assistant Principal

Duties***Describe how the LLT promotes literacy within the school***

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and an administrator. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team will promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. The major initiatives for the LLT are school wide sustain silent reading and Battle of the Books.

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

OHS will encourage positive working relationships between teachers, including collaborative planning and instruction through Professional Learning Communities. We will develop a collaborative school culture. In collaborative school cultures, the underlying norms, values, beliefs, and assumptions reinforce and support high levels of collegiality, team work, and dialogue about problems of practice. In short, collaboration can affect the quality of teaching in urban settings by enriching the work of teachers. This will allow for more complex problem-solving and extensive sharing of craft knowledge, greater risk-taking and experimentation (because colleagues offer support and feedback), create teachers who are more likely to trust, value, and legitimize sharing expertise; seek advice; and help other teachers.

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

New teachers are recruited by using the up to date software teacher match program. Strategies are being implemented to recruit and retain Highly qualified teachers through district professional development, endorsements, mentoring and collaboration with colleagues, and administration's assistance. Some of the strategies that we will use is provide a safe and orderly school environment with active support for teachers on disciplinary issues, maintain a welcoming and respectful administrative approach toward all staff, the children, their parents and school visitors, provide materials and supplies to all teachers in a consistent, timely and inclusive manner. These are things that our teachers have stated are important.

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

Osceola High School's Teacher Mentoring program consists of a training and preparation a week before the beginning of the school year. Veteran teachers are assigned to mentor new incoming teachers. New teachers are encouraged to participate throughout the week. There are weekly meetings, classroom visits and immediate feedback is provided to help support new teachers.

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

During the summer of 2015, each content area hosted an academic seminar with the goal of creating a common lessons, assessments and scales. OHS also ensures its core instructional programs and materials are aligned to Florida's Standards during weekly PLC/common planning times. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study.

In addition, the administration supports outside professional development (A.P. trainings, AVID academy, ACT seminars and etc.).

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

OHS has implemented supplemental remediation programs (Think through Math, Reading Plus, LEXIA, Empower 3000) to support our intensive classes in addition to testing all of students with STAR (Reading), Osceola Writes (Writing), Baselines/EOQ's for Math and Science. These data points are compiled by the classroom teachers along with the academic coaches. The academic coaches visit PLCs in order to support them in using the data to determine differentiation in the classroom. The academic coaches also bring this data to MTSS to further identify students who may needed intensified intervention in order to achieve academic success.

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: 13,000

OHS is looking to use additional SAI funds along with Title I funds to provide after school learning activities and professional development for the instructional staff. This will enable the teachers to meet the needs of their students in order to improve students' reading proficiency.

Strategy Rationale

This will enable the teachers to meet the needs of their students in order to improve students' reading proficiency.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Jones, Edward, jonesedw@osceola.k12.fl.us

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

Data is collected through formal and informal assessments, FCAT, and EOCs. Teachers will keep record in a digital data notebook on our SharePoint site. The data notebook will be updated weekly, and an assigned leadership team member will review the data during the weekly PLC/ common planning time. The leadership team and grade levels will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on students data.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

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

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive

discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

In addition, for our incoming freshmen class, OHS has provided a cluster of classrooms together to create a 9th grade learning community. The benefits of this system is it allows students access to classrooms and teachers by allowing easy access and availability. LASSO adds another support for your Freshmen class. During this time 9th grade students are in class learning effective strategies for success in the classroom and spending additional time on computer programs that will improve their grades and reading ability.

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

The career specialist assists students with their 4 year high school plan to pursue post secondary education. One of the main components of the preparation involves Prep HQ which assists students with sequencing of course selection. The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies.

OHS hosts a number of career and college fairs during the school day and for students and families after school. Remind 101 accounts have been created to keep students alerted to upcoming events and deadlines.

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

At OHS, each student can declare a major of interest at enrollment. Students are also able to take CTE courses. Such courses as Agriculture, Business Technology, Engineering & Technology Education, Health Science, Hospitality & Tourism, Information Technology, Marketing, Sales & Service, Avionics, and Water Treatment can lead to certification.

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

OHS has created the number of courses that integrate career and technical education over the past few years. We currently offer Electrocardio graph, Water treatment, Digital design and Media, Computer for college and career and Intro to Hospitality. Students are encouraged to enroll in these courses to explore the career and technical field while in high school.

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

At OHS, our counselors conduct classroom guidance and individual counseling sessions with students. They also see that meetings are held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college.

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:

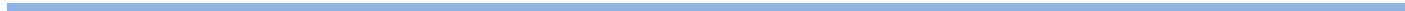
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Problem Identification Summary

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.



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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student participation and success in industry certifications.
- G2.** Increase student participation and success in Advanced placement classes.
- G3.** Increase student achievement on state standardized tests (FSA, Algebra 1, US History, and Biology).

Strategic Goals Detail

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 participation and success in industry certifications. 1a

G069236

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- The district provides supplies, tests, and limited number of equipment.

Targeted Barriers to Achieving the Goal 3

- Trained teachers, equipment, and textbooks.

Plan to Monitor Progress Toward G1. 8

The students participate on a progress testing monitor.

Person Responsible

Bronsky Bryant

Schedule

Every 2 Months, from 8/18/2015 to 5/31/2016

Evidence of Completion

The number of students passing the CTE tests.

G2. Increase student participation and success in Advanced placement classes. 1a

G069237

Targets Supported 1b

Indicator	Annual Target
Highly Qualified Teachers	100.0
School Climate Survey - Student	100.0
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

- The money for textbooks.

Targeted Barriers to Achieving the Goal 3

- The total number of students taking an AP exam at OHS was 244, which is 8% of our students.

Plan to Monitor Progress Toward G2. 8

We will monitor for AP classes at the end of each quarter and the final passing AP tests.

Person Responsible

Andrew Jackson

Schedule

Quarterly, from 8/24/2015 to 5/31/2016

Evidence of Completion

The passing rate of the AP exams.

G3. Increase student achievement on state standardized tests (FSA, Algebra 1, US History, and Biology).

1a

 G069238

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	46.0
Algebra I EOC Level 3	72.0
Bio I EOC Level 3	58.0
U.S. History EOC Pass	51.0

Resources Available to Support the Goal 2

- Access to C-Palms
- Reading Plus programs
- Think through Math programs
- Achieve 3000 programs
- Implementation of LASSO
- Marzano's Goals and Scales
-

Targeted Barriers to Achieving the Goal 3

- Instructional staff knowledge of goals and scales

Plan to Monitor Progress Toward G3. 8

All Intensive courses have a computer program that gives an initial assessment along with reports of progress. Students who are not in an intensive course will take core baselines and EOQs that will provide data of the students' progress.

Person Responsible

Christina Remy

Schedule

Quarterly, from 8/24/2015 to 6/6/2016

Evidence of Completion

Progress monitoring reports on all computer programs and IBTP

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 participation and success in industry certifications. **1**

 **G069236**

G1.B1 Trained teachers, equipment, and textbooks. **2**

 **B180124**

G1.B1.S1 Recruit and have a positive informational approach to the class. **4**

 **S191396**

Strategy Rationale

Students have limited knowledge of what the class has to offer. By having informational meetings and recruiting would help recruit for the class.

Action Step 1 **5**

The students participated in a career night and show interest in the program.

Person Responsible

Bronsky Bryant

Schedule

Quarterly, from 8/18/2015 to 5/31/2016

Evidence of Completion

The number of students taking the course has increased.

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

The reports from CTE certification testing will acknowledge the number of students passing.

Person Responsible

Bronsky Bryant

Schedule

Quarterly, from 8/25/2015 to 5/31/2016

Evidence of Completion

The result of the CTE certification test.

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

The county quarterly test for the CTE certification will be administered and monitored.

Person Responsible

Bronsky Bryant


Schedule

Quarterly, from 8/18/2015 to 5/31/2016


Evidence of Completion

The results of the quarterly tests.

G2. Increase student participation and success in Advanced placement classes. 1

 G069237

G2.B1 The total number of students taking an AP exam at OHS was 244, which is 8% of our students. 2

 B180125

G2.B1.S1 Students were placed in AP classes based on grades, test scores, and previous courses. 4

 S191397

Strategy Rationale

Students are reluctant to take rigorous challenging course and by guidance placement this eliminated the reluctance.

Action Step 1 5

We will use PSAT to identify AP potential and then send out letters to students and parents inviting them to an AP night at the school where we promote AP classes.

Person Responsible

Andrew Jackson

Schedule

On 2/1/2016

Evidence of Completion

The letters that were sent out and the amount of AP registrations.

Action Step 2 5

AP teachers will be supported with more Professional Development

Person Responsible

Andrew Jackson

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

teachers' inservice points and agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Get the reports from the PSAT and list those with AP potential.

Person Responsible

Andrew Jackson

Schedule

On 2/1/2016

Evidence of Completion

The amount of AP registrations printed out on lists by guidance counselors.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

AP enrollment will be monitored throughout the year for amount of students and their success.

Person Responsible

Kiersten White


Schedule

Semiannually, from 8/24/2015 to 6/9/2016


Evidence of Completion

student enrollment, student surveys, PSAT scores and AP scores

G3. Increase student achievement on state standardized tests (FSA, Algebra 1, US History, and Biology). 1

 G069238

G3.B1 Instructional staff knowledge of goals and scales 2

 B180127

G3.B1.S1 Provide Professional Development 4

 S191398

Strategy Rationale

If teachers created effective goals and scales based on content standards, students would master the standards and achieve higher scores on standardized tests.

Action Step 1 5

Teachers will be provided with professional development opportunities on how to create standards based goals and scales.

Person Responsible

Edward Jones

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrators will conduct walk-throughs and note goals and scale usage according to Marzano's element one scale.

Person Responsible

Edward Jones

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Administrators will track teacher effective use of goals and scales through MyPGS.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrators will review teacher ratings and supply support to teachers who are not at the applying stage.

Person Responsible

Edward Jones

Schedule

Semiannually, from 8/24/2015 to 6/9/2016

Evidence of Completion

Conference notes, MyPGS reports and teacher notes

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	The students participated in a career night and show interest in the program.	Bryant, Bronsky	8/18/2015	The number of students taking the course has increased.	5/31/2016 quarterly
G2.B1.S1.A1	We will use PSAT to identify AP potential and then send out letters to students and parents inviting them to an AP night at the school where we promote AP classes.	Jackson, Andrew	10/15/2015	The letters that were sent out and the amount of AP registrations.	2/1/2016 one-time
G3.B1.S1.A1	Teachers will be provided with professional development opportunities on how to create standards based goals and scales.	Jones, Edward	8/24/2015		6/9/2016 quarterly
G2.B1.S1.A2	AP teachers will be supported with more Professional Development	Jackson, Andrew	8/24/2015	teachers' inservice points and agendas	6/9/2016 quarterly
G1.MA1	The students participate on a progress testing monitor.	Bryant, Bronsky	8/18/2015	The number of students passing the CTE tests.	5/31/2016 every-2-months
G1.B1.S1.MA1	The county quarterly test for the CTE certification will be administered and monitored.	Bryant, Bronsky	8/18/2015	The results of the quarterly tests.	5/31/2016 quarterly
G1.B1.S1.MA1	The reports from CTE certification testing will acknowledge the number of students passing.	Bryant, Bronsky	8/25/2015	The result of the CTE certification test.	5/31/2016 quarterly
G2.MA1	We will monitor for AP classes at the end of each quarter and the final passing AP tests.	Jackson, Andrew	8/24/2015	The passing rate of the AP exams.	5/31/2016 quarterly
G2.B1.S1.MA1	AP enrollment will be monitored throughout the year for amount of students and their success.	White, Kiersten	8/24/2015	student enrollment, student surveys, PSAT scores and AP scores	6/9/2016 semiannually
G2.B1.S1.MA1	Get the reports from the PSAT and list those with AP potential.	Jackson, Andrew	10/15/2015	The amount of AP registrations printed out on lists by guidance counselors.	2/1/2016 one-time
G3.MA1	All Intensive courses have a computer program that gives an initial assessment along with reports of progress. Students who are not in an intensive course will take core	Remy, Christina	8/24/2015	Progress monitoring reports on all computer programs and IBTP	6/6/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	baselines and EOQs that will provide data of the students' progress.				
G3.B1.S1.MA1	Administrators will review teacher ratings and supply support to teachers who are not at the applying stage.	Jones, Edward	8/24/2015	Conference notes, MyPGS reports and teacher notes	6/9/2016 semiannually
G3.B1.S1.MA1	Administrators will conduct walk-throughs and note goals and scale usage according to Marzano's element one scale.	Jones, Edward	8/24/2015	Administrators will track teacher effective use of goals and scales through MyPGS.	6/9/2016 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 participation and success in industry certifications.

G1.B1 Trained teachers, equipment, and textbooks.

G1.B1.S1 Recruit and have a positive informational approach to the class.

PD Opportunity 1

The students participated in a career night and show interest in the program.

Facilitator

Pam Wood

Participants

All OHS faculty

Schedule

Quarterly, from 8/18/2015 to 5/31/2016

G2. Increase student participation and success in Advanced placement classes.

G2.B1 The total number of students taking an AP exam at OHS was 244, which is 8% of our students.

G2.B1.S1 Students were placed in AP classes based on grades, test scores, and previous courses.

PD Opportunity 1

We will use PSAT to identify AP potential and then send out letters to students and parents inviting them to an AP night at the school where we promote AP classes.

Facilitator

Marie Kigos

Participants

OHS Teachers

Schedule

On 2/1/2016

PD Opportunity 2

AP teachers will be supported with more Professional Development

Facilitator

District AP trainings

Participants

AP teachers

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

G3. Increase student achievement on state standardized tests (FSA, Algebra 1, US History, and Biology).

G3.B1 Instructional staff knowledge of goals and scales

G3.B1.S1 Provide Professional Development

PD Opportunity 1

Teachers will be provided with professional development opportunities on how to create standards based goals and scales.

Facilitator

Stephen Darago

Participants

OHS teachers

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Technical Assistance Items

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