Osceola County School For The Arts

2016-17 Schoolwide Improvement Plan

Osceola County School For The Arts

3151 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	49%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Osceola County School For The Arts

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

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

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

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

3. Early Warning Systems

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

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	2	2	7	12	12	0	35
One or more suspensions	0	0	0	0	0	0	7	7	1	1	2	2	7	27
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	7	3	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	5	0	4	17	15	13	0	54

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	2	2	10	17	13	0	44

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

All level 1 and any student who scored in level 2 in consecutive years have been placed in intensive reading course for 2015-2016 school year.All early warning students will be progress monitored in reading and math by iReady, Reading Plus and Think Through Math for Reading and Math.

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

Level 1 Score on Statewide Standardized Assessments - All students who scored a level 1 in Reading or Math will have an Intensive Reading/Math class in addition to their math and language arts classes.
Level 2 Score on Statewide Standardized Assessments - All students who scored a level 2 in Reading will be in Intensive Reading in addition to their language arts class.

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

B. Family and Community Engagement

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).

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

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

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

OCSA will use Remind, School Messenger, Social Media (Twitter, Facebook) to continue positive communication and updates to students, parents, and community members.

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

Create and showcase student performances that promote business partners and prominent community members to participate and give support in school related goals.

C. 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).

1. School Leadership Team

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

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

b. Duties

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

Provide regular communication with faculty regarding effective classroom instructional techniques.
Analyzes, interprets and assists teachers in using data to improve classroom instruction.
Monitor student attendance, regular posted grades, student behavior and academic compliance
Provide opportunities for professional development and teacher recognition.
Assist teachers with the implementation of standards based instruction and rigor throughout all content areas.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School leadership team meets weekly to review relevant data to determine the effective interventions/ strategies that will maximize student success, strategies to meet the needs of students and personnel, professional development, and problem-solving activities.
The leadership team will monitor progress of students that have exhibited need in any area.
Utilizes school district inventory control systems to track and dispense available resources.

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

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

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

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

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

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

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

2. School Advisory Council (SAC)

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

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

b. Duties

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

a. Evaluation of last year's school improvement plan

The committee is scheduled to review last year's school improvement plan on August 15, 2016.

b. Development of this school improvement plan

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

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

The school budget is presented annually to the SAC committee, to be voted for approval.
Funds rolled over from the previous year.
SAC is starting the 2016-2017 school year of $1,905.04.

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

Beginning Total: $4,602.03
9/15/2015 - $45.25 - Spanish Heritage Celebration books (Mrs. Marrero)
10/14/2015 - $68.74 - BJ's, Spanish Heritage Celebration (Mrs. Marrero)
11/19/2015 - $200.00 - Taylor Music, Storage Rack for Orchestra (Mrs. Curtis)
3/21/2015 - $1,391.00 - Pride Enterprises, HS/MS Student Planners for 2016-2017 school year (Mrs. Evens)
3/7/2016 - $992.00 - State History Fair F/T in Tallahassee (Mrs. Darsch)

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

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

3. Literacy Leadership Team (LLT)

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

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

b. Duties

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

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

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

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

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

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

Recruit highly qualified teachers with flexible certification in multiple areas due to the need of our small establishment.
Provide professional development opportunities for teachers to grow beyond their current certifications (i.e AP trainings, Gifted endorsement, Reading endorsement, etc).

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

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

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

Strategy: After School Program
Minutes added to school year: 1,920

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

Strategy Rationale

To ensure student success in the aforementioned programs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Evens, Chundra, evensc@osceola.k12.fl.us

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

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

2. Student Transition and Readiness

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

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

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

Our 6th Grade AVID PLC is also using various strategies to support transition into middle school.

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

b. College and Career Readiness

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

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

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

Due to the nature of our school culture, OCSA provides pre-professional training in all art areas for students at all performance levels. Academic and artistic area teachers form integrated teams to provide a well-rounded, rigorous tract for all student levels. All area teachers integrate academic skills within their art classes and by the same token, academic teachers integrate the arts in their lessons.

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

The Osceola County School for the Arts does offers career and technical education with academic courses.
OCSA currently offers Digital Media/Multi Media Foundations I,Digital Media/Multi Media Foundations II, Digital Audio Production I, and Digital Video Production I.

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

Based on the High School Feedback Report the following has been implemented in order to increase; the number of students participating in the Advanced Placement courses; the number of students taking Algebra I prior to 9th grade; and the number of students performing a a level 3 or better in Reading and Mathematics.
All students are required to take 4 years of core academics
All 9th, 10th, and High performing 11th graders will take the PSAT test in October
Provide College Intermediate Algebra Course
Provide SAT and ACT Prep courses
Implement Impact Labs for credit recovery for graduation
Offer Pert test and remediation courses for College Readiness

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

Scores in Writing dropped from 2013 to 2014. Our SIP goal is to improve writing in all content areas.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? 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.

New Florida Standards, teacher knowledge of new standards and how the new standards would be assessed.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   All teachers will implement effective rigorous instruction aligned to state standards to increase student achievement.

G2.   Improve attendance to reduce the overall unexcused absence from 11.2% to 9% or lower.

G3.   Increase college and career acceleration percentage from 74% to 76%.

Strategic Goals Detail

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

G1. All teachers will implement effective rigorous instruction aligned to state standards to increase student achievement. `1a`

🔑 G085349

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	63.0
Math Gains	65.0

Targeted Barriers to Achieving the Goal `3`

- Lack of time for professional development

- Lack of organizational and instructional strategies to be successful in academia

Resources Available to Help Reduce or Eliminate the Barriers `2`

- New PLC modified Wednesday schedule

- Implementation of AVID and note-taking strategies in all content areas

Plan to Monitor Progress Toward G1. `8`

Increase level of rigor in all content areas

Person Responsible
Jeanette Long

Schedule
Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion
Classroom walkthroughs, data from formative assessments

G2. Improve attendance to reduce the overall unexcused absence from 11.2% to 9% or lower. `1a`

🔑 G085350

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90%	9.0

Targeted Barriers to Achieving the Goal `3`

- Student driving privileges

Resources Available to Help Reduce or Eliminate the Barriers `2`

- ORBIT tardy report and unexcused absence report from FOCUS.

Plan to Monitor Progress Toward G2. `8`

Consistent trend of reduction of tardies and unexcused absences

Person Responsible

Tiffany Bell

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Reports from ORBIT and FOCUS will show the decrease of tardies and unexcused absences by 2%.

G3. Increase college and career acceleration percentage from 74% to 76%. `1a`

🔑 G085351

Targets Supported `1b`

Indicator	Annual Target
CTE Industry Certification Exam Participation	100.0
CTE Industry Certification Exam Passing Rate	95.0

Targeted Barriers to Achieving the Goal `3`

- Students had limited exposure to career and technical educational opportunities

Resources Available to Help Reduce or Eliminate the Barriers `2`

- CTE district resource teacher

Plan to Monitor Progress Toward G3. `8`

An accurate count for exams will be checked with each class roster

Person Responsible
Tiffany Bell

Schedule
Annually, from 8/10/2016 to 5/30/2017

Evidence of Completion
Class roster and order form

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 =**   **S** = Strategy
Barrier

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. All teachers will implement effective rigorous instruction aligned to state standards to increase student achievement. 1

🔑 G085349

G1.B1 Lack of time for professional development 2

🔑 B226947

G1.B1.S1 Modified PLC Wednesday schedule, improved common planning 4

🔑 S239429

Strategy Rationale

There was not enough time in the contractual day for PLCs and department/grade level meetings.

Action Step 1 5

Improved common planning of all core and art area classes

Person Responsible

Mark Conners

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

PLC minutes submitted through OneNote.

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

Leadership team will attend PLCs and deliverables of weekly tasks

Person Responsible

Chundra Evens

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

PLC minutes, professional development opportunities, effective data collection and analysis.

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

PLC completion of SMART Goals and strategies used in the classroom will be evident through walkthroughs

Person Responsible

Chundra Evens

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Evidence will be shown through classroom instruction and formative assessment data

G1.B2 Lack of organizational and instructional strategies to be successful in academia 2

🔑 B226948

G1.B2.S1 Organizational and note-taking strategies, such as Cornel Notes. 4

🔑 S239430

Strategy Rationale

Organizational and instructional note-taking strategies and skills to assist the implementation of rigor in all content area classes.

Action Step 1 5

Teachers will have one hour minimum weekly PLC contact time.

Person Responsible

Tiffany Bell

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

PLC agenda, notes, reflections, and leadership team attendance.

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

Leadership team will monitor PLC groups and leaders to assist in implementation of SMART goals.

Person Responsible

Tiffany Bell

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

PLC meeting notes, weekly attendance, reflections

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

Leadership team will meet with PLC teams and leads to review data from classroom and district assessments.

> **Person Responsible**
>
> Chundra Evens
>
> **Schedule**
>
> Weekly, from 8/10/2016 to 5/30/2017
>
> *Evidence of Completion*
>
> Classroom and district assessments

G1.B2.S2 Levels of questioning using Marzano's Taxonomy `4`

🔑 S239431

> **Strategy Rationale**
>
> Teachers increase the level of questioning for students

Action Step 1 `5`

Teachers will implement various levels of questioning using Marzano's Taxonomy

> **Person Responsible**
>
> Jeanette Long
>
> **Schedule**
>
> Weekly, from 8/10/2016 to 5/30/2017
>
> *Evidence of Completion*
>
> Classroom walkthroughs

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

Classroom walkthroughs, pre-post conferences with teachers

Person Responsible

Jeanette Long

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Classroom walkthrough documentation, student evidence while in the classroom observing

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

Student will show heightened level of content knowledge and application to real-life scenarios

Person Responsible

Jeanette Long

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Student product and formative assessments

G2. Improve attendance to reduce the overall unexcused absence from 11.2% to 9% or lower. 1

🔑 G085350

G2.B1 Student driving privileges 2

🔑 B226949

G2.B1.S1 Attendance referrals and contracts 4

🔑 S239432

Strategy Rationale

Decrease student tardy and unexcused absences

Action Step 1 5

To reduce tardies and unexcused absences

Person Responsible

Tiffany Bell

Schedule

Daily, from 8/10/2016 to 5/30/2017

Evidence of Completion

Dean will track tardies through ORBIT and unexcused absences in FOCUS

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

Weekly data chats through leadership meetings

Person Responsible

Tiffany Bell

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Reports generated from ORBIT and FOCUS

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

Reduced the number of tardies and unexcused absences

Person Responsible

Tiffany Bell

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Leadership team will determine if numbers are decreasing.

G3. Increase college and career acceleration percentage from 74% to 76%. `1`

🔑 G085351

G3.B1 Students had limited exposure to career and technical educational opportunities `2`

🔑 B226950

G3.B1.S1 Add additional Industry Certification course `4`

🔑 S239433

Strategy Rationale

Students are able to gain career and technical experience and acceleration opportunities

Action Step 1 `5`

Four CTE courses were added this year

Person Responsible

Mark Conners

Schedule

On 5/30/2017

Evidence of Completion

Increased student acceleration points, increase certification in CTE courses

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

Classroom Walkthroughs

Person Responsible

Mark Conners

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Classroom walkthrough documentation

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

Increase the number of certifications obtained by students

Person Responsible

Mark Conners

Schedule

Annually, from 8/10/2016 to 5/30/2017

Evidence of Completion

Increased acceleration points

G3.B1.S2 Offer DE and AP course selection from grades 9-12 4

🔑 S239434

Strategy Rationale

Students are able to receive college credits while remaining on campus

Action Step 1 5

Increase the number of DE courses offered

Person Responsible

Mark Conners

Schedule

Annually, from 8/10/2016 to 5/30/2017

Evidence of Completion

Students will receive college credit

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Counselors will periodically conduct data chats with students to ensure success in DE courses

Person Responsible

Mark Conners

Schedule

Quarterly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Counselor log

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Monitor DE credits

Person Responsible

Mark Conners

Schedule

Semiannually, from 8/10/2016 to 5/30/2017

Evidence of Completion

counselor notes

G3.B1.S3 Ensuring that all students who are enrolled in the AP or CTE course take the exam `4`
🔧 S239435

Strategy Rationale

Students will take the exam to gain either certification points or possible college credit

Action Step 1 `5`

AP and CTE Information Night

Person Responsible

Jeanette Long

Schedule

Semiannually, from 8/10/2016 to 5/30/2017

Evidence of Completion

Parent and student sign in sheet

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Accurate order for CTE and AP exams

Person Responsible

Tiffany Bell

Schedule

Semiannually, from 8/10/2016 to 5/30/2017

Evidence of Completion

CTE and AP order form

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Triangulation of teacher, counselor, and FOCUS student list match

Person Responsible

Tiffany Bell

Schedule

On 5/30/2017

Evidence of Completion

order form and FOCUS roster

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Triangulation of teacher, counselor, and FOCUS student list match

Person Responsible

Tiffany Bell

Schedule

On 5/30/2017

Evidence of Completion

order form and FOCUS roster

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M317506	Increase level of rigor in all content areas	Long, Jeanette	8/10/2016	Classroom walkthroughs, data from formative assessments	5/30/2017 weekly
G2.MA1 🔍 M317509	Consistent trend of reduction of tardies and unexcused absences	Bell, Tiffany	8/10/2016	Reports from ORBIT and FOCUS will show the decrease of tardies and unexcused absences by 2%.	5/30/2017 weekly
G3.MA1 🔍 M317517	An accurate count for exams will be checked with each class roster	Bell, Tiffany	8/10/2016	Class roster and order form	5/30/2017 annually
G1.B1.S1.MA1 🔍 M317500	PLC completion of SMART Goals and strategies used in the classroom will be evident through...	Evens, Chundra	8/10/2016	Evidence will be shown through classroom instruction and formative assessment data	5/30/2017 weekly
G1.B1.S1.MA1 🔍 M317501	Leadership team will attend PLCs and deliverables of weekly tasks	Evens, Chundra	8/10/2016	PLC minutes, professional development opportunities, effective data collection and analysis.	5/30/2017 weekly
G1.B1.S1.A1 🔍 A310059	Improved common planning of all core and art area classes	Conners, Mark	8/10/2016	PLC minutes submitted through OneNote.	5/30/2017 weekly
G1.B2.S1.MA1 🔍 M317502	Leadership team will meet with PLC teams and leads to review data from classroom and district...	Evens, Chundra	8/10/2016	Classroom and district assessments	5/30/2017 weekly
G1.B2.S1.MA1 🔍 M317503	Leadership team will monitor PLC groups and leaders to assist in implementation of SMART goals.	Bell, Tiffany	8/10/2016	PLC meeting notes, weekly attendance, reflections	5/30/2017 weekly
G1.B2.S1.A1 🔍 A310060	Teachers will have one hour minimum weekly PLC contact time.	Bell, Tiffany	8/10/2016	PLC agenda, notes, reflections, and leadership team attendance.	5/30/2017 weekly
G2.B1.S1.MA1 🔍 M317507	Reduced the number of tardies and unexcused absences	Bell, Tiffany	8/10/2016	Leadership team will determine if numbers are decreasing.	5/30/2017 weekly
G2.B1.S1.MA1 🔍 M317508	Weekly data chats through leadership meetings	Bell, Tiffany	8/10/2016	Reports generated from ORBIT and FOCUS	5/30/2017 weekly
G2.B1.S1.A1 🔍 A310062	To reduce tardies and unexcused absences	Bell, Tiffany	8/10/2016	Dean will track tardies through ORBIT and unexcused absences in FOCUS	5/30/2017 daily
G3.B1.S1.MA1 🔍 M317510	Increase the number of certifications obtained by students	Conners, Mark	8/10/2016	Increased acceleration points	5/30/2017 annually
G3.B1.S1.MA1 🔍 M317511	Classroom Walkthroughs	Conners, Mark	8/10/2016	Classroom walkthrough documentation	5/30/2017 weekly
G3.B1.S1.A1 🔍 A310063	Four CTE courses were added this year	Conners, Mark	8/10/2016	Increased student acceleration points, increase certification in CTE courses	5/30/2017 one-time
G1.B2.S2.MA1 🔍 M317504	Student will show heightened level of content knowledge and application to real-life scenarios	Long, Jeanette	8/10/2016	Student product and formative assessments	5/30/2017 weekly
G1.B2.S2.MA1 🔍 M317505	Classroom walkthroughs, pre-post conferences with teachers	Long, Jeanette	8/10/2016	Classroom walkthrough documentation, student evidence while in the classroom observing	5/30/2017 weekly
G1.B2.S2.A1 🔍 A310061	Teachers will implement various levels of questioning using Marzano's Taxonomy	Long, Jeanette	8/10/2016	Classroom walkthroughs	5/30/2017 weekly
G3.B1.S2.MA1 🔍 M317512	Monitor DE credits	Conners, Mark	8/10/2016	counselor notes	5/30/2017 semiannually
G3.B1.S2.MA1 🔍 M317513	Counselors will periodically conduct data chats with students to ensure success in DE courses	Conners, Mark	8/10/2016	Counselor log	5/30/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A1 🔍 A310064	Increase the number of DE courses offered	Conners, Mark	8/10/2016	Students will receive college credit	5/30/2017 annually
G3.B1.S3.MA1 🔍 M317514	Triangulation of teacher, counselor, and FOCUS student list match	Bell, Tiffany	8/10/2016	order form and FOCUS roster	5/30/2017 one-time
G3.B1.S3.MA1 🔍 M317515	Triangulation of teacher, counselor, and FOCUS student list match	Bell, Tiffany	8/10/2016	order form and FOCUS roster	5/30/2017 one-time
G3.B1.S3.MA1 🔍 M317516	Accurate order for CTE and AP exams	Bell, Tiffany	8/10/2016	CTE and AP order form	5/30/2017 semiannually
G3.B1.S3.A1 🔍 A310065	AP and CTE Information Night	Long, Jeanette	8/10/2016	Parent and student sign in sheet	5/30/2017 semiannually

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Improved common planning of all core and art area classes	$0.00
2	G1.B2.S1.A1	Teachers will have one hour minimum weekly PLC contact time.	$0.00
3	G1.B2.S2.A1	Teachers will implement various levels of questioning using Marzano's Taxonomy	$0.00
4	G2.B1.S1.A1	To reduce tardies and unexcused absences	$0.00
5	G3.B1.S1.A1	Four CTE courses were added this year	$0.00
6	G3.B1.S2.A1	Increase the number of DE courses offered	$0.00
7	G3.B1.S3.A1	AP and CTE Information Night	$0.00
		Total:	$0.00