

School District of Osceola County, FL

St. Cloud High School



2016-17 Schoolwide Improvement Plan

St. Cloud High School

2000 BULLDOG LANE, St Cloud, FL 34769

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 PK, 9-12	No	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	B	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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 St. Cloud High School

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.

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

Failure is not an option.

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

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

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.

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

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.

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

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	0	0	0	78	48	45	171	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	144	151	112	407	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	169	140	90	399	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	119	98	80	51	348	

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

Indicator	Grade Level														Total
	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	0	0	0	49	40	11	100	

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

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

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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

We employ a multitude of techniques to promote parent involvement. SAC, guidance information nights, curriculum fairs, awards ceremonies, meetings providing free child care and dinner, performances, etc. Teachers utilize group emails, REMIND, and TIPS to include parents in class updates and homework. We have added a Facebook and Twitter account recently to keep parents abreast of event announcements. In addition, one of our administrators has taken on the role of Public Relations for SCHS to ensure that accurate and timely information is communicated to all stake-holders in a timely fashion.

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.

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

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Fancher, Nate	Principal
Schwartz, Jeff	Assistant Principal
Wrona, Jennifer	Assistant Principal
Morales, Melissa	

b. Duties

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

Each member of the MTSS team plays a vital role to creation and implementation of both the MTSS goals and SIP goals. The members include: Ms. Morales (AP/MTSS Coach) who runs attendance reports and updates team on attendance issues/data, she also facilitates the bimonthly meetings and provides an agenda for the meetings; Mr. Schwartz/ Ms. Wrona (API) oversees and monitors teacher

input forms concerning students who are in need of more individualized interventions and also how those interventions are implemented during PAWS time; Mr. Muller(Dean) oversees and monitors students behaviors- flagging those students who need more behavioral interventions, Mrs. Morales (Math Admin/MTSS) pulls/monitors math data specifically in the areas of Alegbra and Geometry to assess students in need of further intervention; Mrs. Holmes (Literacy Coach), oversees and monitors student progression in both English and Reading class (especially Int. Reading as they are already Tier II) by pulling relative data from the Thinking Through Math and Reading Plus programs; Ms. Carrington (School Psychologist) reads/completes evaluations on students and meets with students in need of counseling; Ms. Rizer(Guidance Counselor) monitors students behind in credits and their progression towards graduating on time; Ms. Smith (Guidance Counselor) and Ms. Crowell (Guidance Counselor) mointor and assist at-risk Juniors/Seniors, Mr. Cordero (Guidance Counselor) assists the MTSS Coach with proper documentation of students in Tier II and Tier III, Ms. Pontillo (Guidance Counselor) monitors and assists at-risk freshment whom have repeated either before they reached high school or while in 9th grade, Ms. Godfrey (RCS) assists with Tier III evaluations, meetings, and reports.

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.

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
Anthony Pinkerton	Student
Nanette Davis	Parent
Zoraida Hellmer	Parent
Debra Orlansky	Teacher
Lisa Coamey	Parent
Eric Gentry	Parent
Norma Gutierrez	Parent
Edward Gutierrez	Parent
Barry Hellmer	Parent
Lesha Jones	Parent
Lynn Messersmith	Parent
Carlos Veras	Parent
Ashmel Veras	Student
Wade Davis	Parent
Kellie Brabant	Parent
Helene Castillo	Parent
Jose Castillo	Parent
Jennifer Wrona	Principal
Jeff Schwartz	Principal
Dustin Keeton	Teacher
Katie Napolitano	Teacher
Debra Orlansky	Teacher
Cinthia Garcia	Parent
Jennifer Hammond	Teacher
John Johnson	Parent
Patrick Kinsella	Teacher
Libny Maldonado	Student
Allison Napolitano	Teacher
Christian Velez-Villa	Student
Zackary Wade	Student
Emma Vandenberg	Teacher
Rosamilie Albarracin	Student
Kevin Soto	Student
Cristina Kubicki	Teacher
Kathryn Herlihy	Student
Josh Blackmore	Student
Gloria Villa	Parent
Lori Miller	Parent

Name	Stakeholder Group
Wilson Lopez	Parent
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

Student recognition
Resources for rigorous Test Item Banks
AVID/HOSA conferences
FCCLA National Competition
Calculators for Math

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
Fancher, Nate	Principal
Martin, Susan	Teacher, K-12
Holmes, Stephanie	Instructional Coach

b. Duties

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

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

D. Public and Collaborative Teaching

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

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

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

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

We employ multiple means to help recruit and retain highly qualified teachers. Our district sends personnel to job fairs in other states and provides us with a list of top prospects to contact. In addition, our district HR department searches various teacher application web sites to send us candidates beyond those who apply on our district online system TeacherMatch. We attend the Great Florida Teach In job fair as well as those offered by local universities like UCF. As for retention, we have a mentoring program for new hires, which includes monthly mini-PDs to help assist them in anyway that they need assistance, in addition to adjusting to the school and or district. We use both district and site-based professional development to help teachers with best practice and certification tests. The Teacher Match system provides scores on potential instructional candidates to help ensure that the best teacher for the job is selected.

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

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

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.

Core instructional programs will utilize the District SharePoint for accessing standards and district-created curriculum maps/pacing guides. Test specs and practice tests will be utilized through the Florida Standards Assessments portal, in addition to Osceola Writes and district quarterly assessments.

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.

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

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: Extended School Day

Minutes added to school year: 10,800

SAI dollars are utilized in extended learning after school for drop-out prevention, grade forgiveness, and credit recovery through the Plato lab on Tuesdays and Thursdays for two hours each day 360*30. The Math/Reading/Writing Clinic is open 2 hours a week offering students specialized instruction in preparation for FSA/ACT/SAT.

Strategy Rationale

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

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Schwartz, Jeff, jeffrey.schwartz@osceolaschools.net

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

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

Strategy: Weekend Program

Minutes added to school year: 1,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fancher, Nate, nathaniel.fancher@osceolaschools.net

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

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

Strategy: Summer Program

Minutes added to school year: 13,440

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fancher, Nate, nathaniel.fancher@osceolaschools.net

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

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

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. Â§ 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.

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

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.

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

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

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

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

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

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

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.

Although the current High School Feedback report contains data only up to 2013, the following are weakness areas based upon 3 year trend data and will be a focus of improvement: Percent of graduates enrolled in a Florida public postsecondary institution in the Fall: Percent of graduates enrolled in college credit courses at a FL public postsecondary institution earning a GPA above 2.0:

In order to address these weaknesses, we must develop career plans for all students as early as possible and increase the rigor in our courses based upon the new Florida Standards. Students will be held accountable for applying for postsecondary opportunities and reporting their plans as privileges will be retracted upon a failure to complete these responsibilities.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.

B. Problem Analysis Summary

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To continue to improve the capacity and high functioning of our PLCs, so the outcome results in our students showing proficiency and student growth on all state-wide assessments.
- G2.** All students will earn a minimum of one acceleration point upon their graduation.

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. To continue to improve the capacity and high functioning of our PLCs, so the outcome results in our students showing proficiency and student growth on all state-wide assessments. 1a

G085362

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	56.0
AMO Math - ELL	60.0
AMO Reading - SWD	62.0
AMO Math - SWD	62.0
ELA/Reading Lowest 25% Gains	42.0
Math Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

- Increase knowledge, communication, and collaboration in regards to how a high-functioning PLC operates

Resources Available to Help Reduce or Eliminate the Barriers 2

- academic coaches, district PLC coach, administration, ESE Compliance Specialist , ESOL Compliance Specialist

Plan to Monitor Progress Toward G1. 8

Quarterly Assessment Data

Person Responsible

Jennifer Wrona

Schedule

Quarterly, from 10/21/2016 to 5/24/2017

Evidence of Completion

Data on quarterly assessment will show an increase in student proficiency of standards in courses state assessed through an FSA or EOC assessment.

G2. All students will earn a minimum of one acceleration point upon their graduation. 1a

G085363

Targets Supported 1b

Indicator	Annual Target
CTE Industry Certification Exam Participation	1000.0
CTE Industry Certification Exam Passing Rate	50.0

Targeted Barriers to Achieving the Goal 3

- Increase both teacher and student awareness of every student's progression to mastering the standards tested on CTE exams.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Coaches, District Coaches, Administration

Plan to Monitor Progress Toward G2. 8

Students will show increased proficiency on CTE summative assessments including the final certification exam

Person Responsible

Jeff Schwartz

Schedule

Monthly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Passing % of online practice exams, module exams, or CTE exam

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. To continue to improve the capacity and high functioning of our PLCs, so the outcome results in our students showing proficiency and student growth on all state-wide assessments. **1**

 G085362

G1.B1 Increase knowledge, communication, and collaboration in regards to how a high-functioning PLC operates **2**

 B226993

G1.B1.S1 School-wide PD facilitated by administration in subgroups based on department and PLCs where the focus is on PLC stages 4, 5 and 6- planning, common assessments, and utilization of student data to adjust standards based, engaging lessons **4**

 S239507

Strategy Rationale

PD will empower teachers with practice and practical application on what authentic communication and collaboration in a PLC should "look" like on a regular basis.

Action Step 1 **5**

Faculty Breakout Sessions

Person Responsible

Jennifer Wrona

Schedule

Monthly, from 8/11/2016 to 5/17/2017

Evidence of Completion

Application of strategies discussed/learned which are observable in daily student-centered classroom practices, including evidence of common planning in PLC lesson plans, and implementation of common standards based assessments

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

Administration will meet to discuss, and plan faculty breakouts applicable to their subgroups, including using feedback from teachers to identify areas of need

Person Responsible

Nate Fancher

Schedule

Biweekly, from 8/16/2016 to 5/26/2017

Evidence of Completion

Adhering to PD schedule given into faculty and artifacts created at administration meetings to support PD facilitated to faculty

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

PLC meetings will operate at a high functioning level focused on standards based learning and creating common assessments

Person Responsible

Jennifer Wrona

Schedule

Weekly, from 8/17/2016 to 5/17/2017

Evidence of Completion

PLC agendas, lesson plans, and common assessments will be uploaded to PLC SharePoint folders and monitored by appropriate administration for completion. Observations will be conducted for evidence of implementation of these items.

G2. All students will earn a minimum of one acceleration point upon their graduation. **1**

 G085363

G2.B4 Increase both teacher and student awareness of every student's progression to mastering the standards tested on CTE exams. **2**

 B226999

G2.B4.S1 Students will complete progress/proficiency trackers based on standards tested on certification exams **4**

 S239511

Strategy Rationale

Progress trackers will allow for students to take ownership and understanding of their learning as they prepare to pass the certification exam

Action Step 1 **5**

Progress trackers will be used by every student in every CTE course.

Person Responsible

Jeff Schwartz

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Observing the implementation and use of the trackers during walkthroughs or observations.

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

Classroom observations will be used to ensure student progress trackers are being utilized on a regular basis

Person Responsible

Jeff Schwartz

Schedule

Weekly, from 8/12/2016 to 5/24/2017

Evidence of Completion

Artifacts/trackers created during PLCs with academic coach's assistance

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

Academic coaches will assist CTE teachers in construction of student progress trackers based on CTE standards

Person Responsible

Jennifer Wrona

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Artifacts/trackers created in PLC meetings

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.B1.S1.MA1 M317642	PLC meetings will operate at a high functioning level focused on standards based learning and...	Wrona, Jennifer	8/17/2016	PLC agendas, lesson plans, and common assessments will be uploaded to PLC SharePoint folders and monitored by appropriate administration for completion. Observations will be conducted for evidence of implementation of these items.	5/17/2017 weekly
G1.B1.S1.A1 A310128	Faculty Breakout Sessions	Wrona, Jennifer	8/11/2016	Application of strategies discussed/ learned which are observable in daily student-centered classroom practices, including evidence of common planning in PLC lesson plans, and implementation of common standards based assessments	5/17/2017 monthly
G1.MA1 M317650	Quarterly Assessment Data	Wrona, Jennifer	10/21/2016	Data on quarterly assessment will show an increase in student proficiency of standards in courses state assessed through an FSA or EOC assessment.	5/24/2017 quarterly
G2.B4.S1.MA1 M317652	Classroom observations will be used to ensure student progress trackers are being utilized on a...	Schwartz, Jeff	8/12/2016	Artifacts/trackers created during PLCs with academic coach's assistance	5/24/2017 weekly
G1.B1.S1.MA1 M317643	Administration will meet to discuss, and plan faculty breakouts applicable to their subgroups,...	Fancher, Nate	8/16/2016	Adhering to PD schedule given into faculty and artifacts created at administration meetings to support PD facilitated to faculty	5/26/2017 biweekly
G2.B4.S1.MA1 M317651	Academic coaches will assist CTE teachers in construction of student progress trackers based on CTE...	Wrona, Jennifer	8/22/2016	Artifacts/trackers created in PLC meetings	5/26/2017 monthly
G2.B4.S1.A1 A310134	Progress trackers will be used by every student in every CTE course.	Schwartz, Jeff	8/15/2016	Observing the implementation and use of the trackers during walkthroughs or observations.	5/26/2017 daily
G2.MA1 M317653	Students will show increased proficiency on CTE summative assessments including the final...	Schwartz, Jeff	8/22/2016	Passing % of online practice exams, module exams, or CTE exam	6/1/2017 monthly

V. Professional Development Opportunities

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

G1. To continue to improve the capacity and high functioning of our PLCs, so the outcome results in our students showing proficiency and student growth on all state-wide assessments.

G1.B1 Increase knowledge, communication, and collaboration in regards to how a high-functioning PLC operates

G1.B1.S1 School-wide PD facilitated by administration in subgroups based on department and PLCs where the focus is on PLC stages 4, 5 and 6- planning, common assessments, and utilization of student data to adjust standards based, engaging lessons

PD Opportunity 1

Faculty Breakout Sessions

Facilitator

Administration/Academic Coaches

Participants

All Instructional Teachers

Schedule

Monthly, from 8/11/2016 to 5/17/2017

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	Faculty Breakout Sessions	\$0.00
2	G2.B4.S1.A1	Progress trackers will be used by every student in every CTE course.	\$0.00
Total:			\$0.00