Osceola Virtual Franchise (Secondary)

2016-17 Schoolwide Improvement Plan

Osceola Virtual Franchise (Secondary)

1907 MICHIGAN AVENUE, 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 6-12	No	27%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2017-18	2013-14
Grade	A	I

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 Virtual Franchise (Secondary)

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.

The Osceola School District's mission is to inspire all learners to reach their highest potential as responsible, productive citizens. Osceola Virtual School's mission is to provide enriching educational choice options to enhance students' potential in engaging online education. Also, students who want to graduate sooner or are behind in credits can take online accredited courses via OVS to graduate,

b. Provide the school's vision statement.

The school's vision is to educate all parents in the Educational Choice Options available so that they can choose the right option for their children's educational pursuits. In addition, to expand opportunities for online learning in all the schools of the Osceola School District with options to take virtual OVS courses on line and in brick & mortar setting as well.

2. School Environment

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

The students taking courses with Osceola Virtual School already attend a brick and mortar school in the district, so students are identified at their corresponding schools if they have to take an online course.

Osceola Virtual School builds relationships between teachers and parents by implementing face to face meetings, communication via email, telephone and text. Also, focus meetings are held at the brick and mortar schools so that parents can thoroughly understand the online educational processes. In addition, full time virtual students and parents will be attending an orientation to become familiar with online learning.

Throughout the year, students will have the opportunity for technology workshops through OVS.

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

Students have the opportunity to take courses in their safe home environment where they can work at any time and at any pace, which creates an environment where they feel the safest.

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.

The behavioral system OVS has in place is internet etiquette and abiding by Osceola County guidelines when they are taking a course online in their designated schools. Upon registration, all students are given an agreement form to uphold the school's mission and vision with specific educational accountabilities. It is discussed and signed by every parent and student upon registration and finalized with a signature and placed in their cumulative file.

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.

Osceola Virtual School provides counseling to all students registered with OVS via online, email and face to face. Furthermore, the counselor provides webinars in career counseling, bullying, on line etiquette and time management.

In addition, Orientation Days are held in the beginning of the year for parents and students to explain policies and procedures of online learning and respond to any questions and concerns the students and parents may have.

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

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

•Course failure in English Language Arts or mathematics
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
Student not submitting work and not attending live lessons.
Poor performance in Progress Reports.
a) Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
b) One or more suspensions, whether in school or out of school
c) Course failure in English Language Arts or mathematics
d) Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
e) Students are monitored weekly to maintain progress and success in the virtual program. If a student is not progressing, they are called and counseled together with the parent. Intervention strategies are used to mitigate student's challenges.????

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	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	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	0	0	0	

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

Intervention strategies employed by OVS to improve student achievement include bi-weekly monitoring of every student in academics. Students are monitored weekly to maintain progress and success in the virtual program. If a student is not progressing, they are called and counseled together with the parent and literacy strategies are used to mitigate student's challenges.

In addition, a Response to Intervention (RTI/MTSS)) process is followed for any
student who is not making progress in the grade level curriculum. Multi-tiered interventions are implemented and monitored bi-weekly depending on the needs of the individual student. The Reading Coach together with the counselor and administrator will collect data and consult with a member of the special education personnel at the district level for guidance or if the student is in the K-12 program, the K-12 expert will be consulted as well. The reading coach also provides face to fact (F2F) one on one instruction as an intervention depending on the need the student requires.

If the recommended strategies and interventions do not have a positive impact and student has gone the 3 Tiers of MTSS, through the Reading Coach, together with the OVS counselor and administrator, including the parent, will officially refer the student to the school's special education team. Once the team receives the referral, they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services. At any time, the parents may formally request that the school evaluate the student for suspected disabilities. ??????

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

Our goal is to involve more parents in virtual instruction through collaboration nights, monthly get-connected sessions, SAC meetings and virtual trainings and webinars. Also, continue to have Open House and F2F cohorts throughout the district.

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.

OVS is currently assessing and researching what local community partnerships would be able to sponsor virtual education to secure student achievement in all academic areas.

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
Rentas, Enid	Principal
	Principal

b. Duties

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

Administrator-meets with other school personnel, franchise administrators and district leadership to discuss needs, resources and allocations needed,. Learning Resource Specialist, Reading Coach and School Counselor conducts meetings and monitors the implementation of interventions and resources to support learning. Administrator, teachers and school team, consisting of reading coach, learning resource specialist and counselor, they refer students who are in need of interventions (Tier II) and provide documentation of progress or continued deficiencies in learning. The team also provides support for continued interventions and escalation to Tier III.

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.

Students identified as in need of Intervention and support follow a process in which school-based and district leadership provide interventions, meet to discuss intervention and strategies to make a determinations about virtual school instruction. The Learning Resource Specialist together with the counselor and administrator will collect data and consult with a member of the special education personnel at the district level for guidance. If the recommended strategies and interventions do not have a positive impact, the Reading Coach, together with the OVS counselor and administrator, including the parent, will officially refer the student to the school's special education team. They may even consult with a member of the special education team. If after all the recommended strategies fail, the team, along with the parent, will officially refer the student to the district's special education team.

We will use the residual funds earned in 7001 to purchase technological hardware needed for testing and to service students who are free and reduced lunch.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Enid M. Rentas	Principal
Dr. Sonia Esposito	Education Support Employee
Lyubov Vaysben	Education Support Employee
Janet Cook	Teacher
Dr. Jeriel Ortiz	Teacher
Mr. and Mrs. Vazquez	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

In the evaluation of last year's school improvement plan the team collaborated and analyzed the data to determine areas of attention. The team confirmed that the students who took the Algebra 1 EOC needed more intervention strategies and F2F support.

Students who are in the Intensive Reading Class were also given F2F tutoring in reading by the Reading Specialist.

The school Lab was set up to support students who need the F2F interaction.

b. Development of this school improvement plan

The principal together with the school identified team will contribute to the school improvement plan this year (2015-16 school year). In addition, the SAC will be meeting monthly to work on the goals for the school year, and vote to determine final plan to be able to move forward.

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

In preparation of the school's annual budget and plan, the SAC committee will be determining the academic and educational needs of students to determine where it would be appropriate to allocate funds, once state regulations and guidelines are followed.

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

Projected use of school improvement funds were used to provide assistance to our struggling learners and students who did not pass the FSA Reading/Writing and Math.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
No

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

The SAC will assist in monitoring the School Improvement Plan. The SAC will also assist in making updates to the SIP at the end of the first, second, and third quarters to reflect current strategies practices, strategy fidelity checks, strategy data checks, student evaluation data, professional development to date, and budget updates.

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
Rentas, Enid	Principal

b. Duties

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

The major initiative of the LLT is to promote school-wide literacy through literacy-based professional development, book clubs, the Book Ambassador program, Read Across America Day, Digital Learning Day, and Celebrate Literacy Week. The LLT will provide and support teachers through content area literacy professional development in their subject area/grade levels.

Literacy team included the Reading Coach, Janet Cook, the Learning Resource Specialist, Dr. Jeriel Ortiz and the Counselor, Lyubov Vaysben

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.

OVS working relationships are encouraged via communication through email, F2F meetings, virtual meetings via Blackboard Collaborate, texting and instant messaging. Teachers work virtually and attend professional development opportunities provided by the franchises. Also, Principal meets with teachers F2F and on line to plan instruction collaboratively, provide updates, professional learning and stay abreast with the Florida Common Core Standards. Experienced teachers in online teaching also mentor new teachers one on one so they can be successful in online teaching.

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

Osceola County only hires teachers that are highly qualified and in-field by state standards. As needs arise, advertisement for highly qualified teachers are posted weekly in the District website and in brick & mortar schools. In addition, human resources screens highly qualified teachers through a system called Teacher Match.

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

Osceola Virtual School plans to utilize a one on one mentoring program. Teachers who have successfully completed at least two years with OVS will be eligible to work as a mentor with a new hire. We partner new teachers with a peer who teaches within the same course/content, so that not only can they provide strategies for a successful school year in the online environment, but course/content specific strategies as well. The mentor will also serve as a resource for the teacher.

This year FLVS will provide lists of teachers who teach the same courses as the OVS teachers so they can network with each other and implement best practices in on line learning. Experienced teachers will be able to assist the new teachers as well.

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.

Osceola Virtual School uses the Florida Virtual School and K12 Fuel Ed curriculum for all their courses. All courses are aligned with the Florida Common Core Standards and the core instructional programs and materials are aligned to Florida's standards. ??

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.

OVS is a very unique school because the Franchise Providers continually provide academic data on the students so we can follow up with students and their families. The learning management system, through Florida Virtual School and K-12 Fuel Ed., facilitates the data to be able to analyze it in regards to
student performance to be able to differentiate the approach and strategies used with the low achieving students.. Attendance in courses, grades, FCAT scores, curriculum based measurement data, curriculum based assessment data and iReady data that can be used to monitor student academic progress.

Differentiation of instruction is employed by OVS to improve student achievement, include bi-weekly monitoring of every student in academics. Students are monitored bi-weekly to maintain progress and success in the virtual program. If a student is not progressing, they are called and counseled together with the parent and literacy strategies are used to mitigate student's challenges. In addition, student is provided with tutoring opportunities to excel in the academic area the student is not showing progress in.

This year, specific teachers will be identified to work with OVS full time students and teachers will also be proactive in identifying students who are not on pace so that the OVS staff can provide resources and academic strategies online and F2F.

Teachers of full time students will form a PLC to strengthen students academic skills through data collected from the FSA, Reading Plus, I-Ready, student's pace in the course and success in course assignments, DBAs (discussion based assessments) and module exams.

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: 45

The OVS strategy will be to offer F2F weekly tutoring sessions in Algebra and Math.

Strategy Rationale

Tutoring sessions will be targeted according to the achievement scores and the need of the student. Results from various tests such as I-Ready Math, course exams and formative assessments will be used to identify specific gaps students have in Math so that the tutoring sessions are targeted to the specific need of the student.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Rentas, Enid, enid.rentas@osceolaschools.net

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

Data is collected from students' discussion based assessments, module exams, I-Ready Math, FSA, formative assessments and final exams.

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.

OVS uses an escalation process to transition students from one level to another. The following factors are taken into consideration for transitioning:
a) Attendance
b) Grades during mid and end of year
c) Students not progressing during the weekly data checks
d) Students' place in Student Success Plans achieving and showing improvement
e) Portfolios
f) I-Ready results in both Math and Reading
g) Reading Plus data
h) Teacher Judgment and Recommendations

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.

Students participate in Career Planning and the school counselor will complete inventories with the students on career planning and resources that will be beneficial in aiding students in fields of interest. OVS staff will prepare a "Career Day" event that will include business professionals who will

provide a session about the different careers in the area. Students will also be able to participate in job shadowing opportunities and internships as well. In addition the OVS counselor will offer virtual seminars on College and Career Readiness.

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

Business Technology M/J Business Keyboarding
Career Technical Education Applied Object-Oriented Java Programming
Career Technical Education Business Software Applications 1
Career Technical Education Business Software Applications 2
Career Technical Education Computer and Network Security Fundamentals
Career Technical Education Criminal Justice Operations 1
Career Technical Education CSIT Network System Configuration
Career Technical Education CSIT System Essentials
Career Technical Education Data Control and Functions
Career Technical Education Database Fundamentals
Career Technical Education Digital Design 1
Career Technical Education Digital Media/Multimedia Foundations 1
Career Technical Education Digital Media/Multimedia Foundations 2
Career Technical Education Digital Media/Multimedia Foundations 3
Career Technical Education Digital Media/Multimedia Foundations 4
Career Technical Education Digital Media/Multimedia Foundations 5
Career Technical Education Early childhood Education - (Franchise Only)
Career Technical Education Foundations of Web Design
Career Technical Education Health Science I - (Franchise Only)
Career Technical Education Introduction to Information Technology
Career Technical Education M/J Careers in Fashion and Interior Design
Career Technical Education Networking 1
Career Technical Education Networking 2, Infrastructure
Career Technical Education Networking 3, Infrastructure
Career Technical Education Personal and Family Finance
Career Technical Education Personal and Family Finance (Dave Ramsey)
Career Technical Education Specialized Database Applications
Career Technical Education Specialized Database Programming

Career Technical Education Sports, Recreation and Entertainment Marketing Management
Career Technical Education User Interface Design

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

Students are encouraged to take the PERT test to determine readiness for college. Businesses are also sought out to offer internships and job shadowing to interested students.

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.

OVS will develop a student interest inventory to be able to match student interests with possible public post-secondary opportunities and choices.

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.

Strengths: Civics EOC
Weaknesses: Algebra 1 EOC

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.

Factors to consider:
F2F Tutoring

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.   Increase the number of students passing the State Writing Assessment by 5%.

G2.   Increase the number of students passing the Algebra I EOC by 3% for the 2016-17 school year..

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. Increase the number of students passing the State Writing Assessment by 5%. `1a`

🔑 G085428

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains District Assessment	3.0

Targeted Barriers to Achieving the Goal `3`

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

- Reading Plus for high school students
- I-Ready for Middle School students
- Parents will be able to make appointments with Reading Coach for F2F assistance.

G2. Increase the number of students passing the Algebra I EOC by 3% for the 2016-17 school year.. `1a`

🔑 G085429

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	3.0
Writing Achievement District Assessment	3.0
ELA/Reading Gains District Assessment	3.0

Targeted Barriers to Achieving the Goal `3`

- Time and Space for virtual school students, attendance

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

- EOC Preparation, Weekly Tutoring for Algebra I students

- Virtual Tutoring Sessions

Plan to Monitor Progress Toward G2. `8`

Person Responsible

Schedule
On 6/1/2017

Evidence of Completion
I-Ready Math and Reading results. In addition Reading Plus results.

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

G2. Increase the number of students passing the Algebra I EOC by 3% for the 2016-17 school year.. 1

🔑 G085429

G2.B1 Time and Space for virtual school students, attendance 2

🔑 B227214

G2.B1.S1 Host F2F and online remedial and enrichment sessions for Algebra I students weekly . 4

🔑 S239728

Strategy Rationale

Improve Algebra 1 scores by 3% in the 2016-17 school year.

Action Step 1 5

Remediation and Enrichment Session each Monday

Person Responsible

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Weekly logs

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

Weekly progress monitoring

Person Responsible

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

progress monitoring logs

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

Unit Assessment results

Person Responsible

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Gradebook documentation

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					
G2.B1.S1.MA1 🔍 M318073	Unit Assessment results		9/1/2014	Gradebook documentation	6/1/2015 biweekly
G2.B1.S1.MA1 🔍 M318074	Weekly progress monitoring		9/1/2014	progress monitoring logs	6/1/2015 weekly
G2.B1.S1.A1 🔍 A310412	Remediation and Enrichment Session each Monday		9/1/2014	Weekly logs	6/1/2015 weekly
G2.MA1 🔍 M318075	[no content entered]		8/24/2016	I-Ready Math and Reading results. In addition Reading Plus results.	6/1/2017 one-time

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.