2013-2014 SCHOOL IMPROVEMENT PLAN

Osceola County School For The Arts

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Kissimmee, FL 34744
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School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	51%

Alternative/ESE Center	Charter School	Minority Rate
No	No	71%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ○ Year 1 – declined to D, or first-time graded schools receiving a D
    ○ Year 2 – second consecutive D, or F followed by a D
    ○ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ○ Year 1 – declined to F, or first-time graded schools receiving an F
    ○ Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Osceola Co School For The Arts

Principal

Jonathan Rasmussen

School Advisory Council chair

Evelyn Malave

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Maria Carroll	Assistant Principal
Rhoda Radcliff	Assistant Principal

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Jonathan Rasmussen- Principal
Dr. Carroll- Assistant Principal
Rhoda Radcliff- Assistant Principal
Evely Malave- SAC Chair
Shelly Justice- Secretary - Teacher

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The members will help seek out ways to engage students in the academics for the School of Arts to function in the capacity necessary for the various art programs to meet their Common Core standards. SAC members communicate their concerns and suggestions for improving the overall environment and

safety of the school. They will also provide input into the various academic goals for the school and maintain ongoing contact concerning upcoming events throughout the school year.

Projected use of school improvement funds, including the amount allocated to each project

No Funds Provided

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

The SAC committe will meet on October 8th, 2013 to approve the School Improvement Plan

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Jonathan Rasmussen		
Principal	Years as Administrator: 6	Years at Current School: 0
Credentials	Educational Leadership MA BA in English 6-12 School Principalship	
Performance Record		

Dr. Maria Carroll		
Asst Principal	Years as Administrator: 5	Years at Current School: 3
Credentials	BA in Education MA in Educational Specialist Degree in Ed. Leadership EDD in Organizational Leadership/Major in Conflict Resolution	
Performance Record		

Rhoda Radcliff		
Asst Principal	Years as Administrator: 5	Years at Current School: 0
Credentials	Elementary Education BA Guidance and Counseling K-12 MA ESOL Endorsement Exceptional Student Education K-12 Educational Leadership Specialist Degree School Principal All Levels	

Performance Record

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tiffany Bell		
Full-time / District-based	Years as Coach: 1	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Educational Leadership Elementary Education ESOL Endorsement Reading Endorsement	

Performance Record

Classroom Teachers

# of classroom teachers

46

 # receiving effective rating or higher

44, 96%

 # Highly Qualified Teachers

96%

 # certified in-field

44, 96%

 # ESOL endorsed

14, 30%

 # reading endorsed

7, 15%

 # with advanced degrees
30, 65%

 # National Board Certified
2, 4%

 # first-year teachers
2, 4%

 # with 1-5 years of experience
12, 26%

 # with 6-14 years of experience
26, 57%

 # with 15 or more years of experience
5, 11%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
100, 10000%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Hire only highly qualified instructional personnel. All staff would be responsible for Professional Development.
The person responsible for the hiring process is the principal, Mr. John Rasmussen

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentor helps the new teacher become familiar with the school and district resources, procedures and policies. When deemed necessary, the mentee will be able to observe the strategies used in the classroom by a more seasoned teacher.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Meetings are ongoing on an as-needed basis. All RTI members are involved in the initial meetings and in the follow up meetings.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

All members will go through the data analysis training and consult with the teachers as needed.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Data is collected and distributed by the RTI team and the RTI administrator, Mr. Christoper Arrington

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data Director and the District Formative tests given through this tool will be used to analyze the weaknesses and strengths of the scores of each individual student.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff members are trained through department meetings to analyze their data. Training includes information on RTI procedures, expectations, and resources available to all personnel. Parents are invited to the SAC meetings that are held once a month to discuss the test results by content area and art area.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program
Minutes added to school year: 25

Instruction provided for students entering AP classes in the fall. Also, remediation for students needing to pass the EOC in Algebra and Geometry for graduation requirements.Students needing to increase credit requirements for graduation were also serviced during the summer school.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The data used during the summer school was 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.

Who is responsible for monitoring implementation of this strategy?

Teachers are responsible for the implementation of the teaching strategies. The assistant principal , Dr. Maria Carroll was responsible for the overall function and development of the summer school program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Tiffany Bell	Literacy Coach
Mr. John Rasmussen	Principal
Dr.Maria Carroll	Assistant Principal
Rhoda Radcliff	Assistant Principal
Jonathan Kochan	Testing
Elizabeth Hadley	ELL Department Head

How the school-based LLT functions

LLT will meet a minimum of 4 times a year with the focus being to build a school-wide culture of literacy.

Major initiatives of the LLT

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 Common Core Shifts for ELL

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The entire faculty has been trained in the use of Cornell Note Taking Strategies and Socratic Seminars. Both strategies are designed to increase critical thinking and to help students gain a deeper understanding of their content area material. Also, teachers are being trained in the Common Core Modules to include the Shifts involved in the "best practices" strategies. Academic Vocabulary will be an additional focus this year. Best practice through Common Core will be addressed by training on unpacking the standards.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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

Strategies for improving student readiness for the public postsecondary level

Based on the High School Feedback Report the following has been implemented in order to increase the
Increase the number of students participating in the Advanced Placement courses
Increase in number of students taking Algebra I prior to 9th grade
Increase in 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

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	90%	Yes	90%
American Indian				
Asian	93%	91%	No	94%
Black/African American	79%	84%	Yes	81%
Hispanic	88%	89%	Yes	89%
White	93%	93%	Yes	94%
English language learners	70%	50%	No	73%
Students with disabilities	68%	75%	Yes	72%
Economically disadvantaged	88%	89%	Yes	89%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	188	25%	30%
Students scoring at or above Achievement Level 4	479	63%	68%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	454	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	138	79%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		35%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	125	77%	80%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	194	88%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	454	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	138	79%	80%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	41	49%	50%
Middle school performance on high school EOC and industry certifications	41	100%	100%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	86%	87%	Yes	87%
American Indian				
Asian	89%	100%	Yes	90%
Black/African American	74%	74%	Yes	77%
Hispanic	84%	85%	Yes	86%
White	91%	89%	No	92%
English language learners	51%	70%	Yes	56%
Students with disabilities				
Economically disadvantaged	83%	84%	Yes	84%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	81	82%	85%
Students in lowest 25% making learning gains (EOC)	81	82%	86%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	111	72%	72%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	88%	90%
Students scoring at or above Achievement Level 4	79	52%	57%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	86%	90%
Students scoring at or above Achievement Level 4	75	55%	60%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	71%	75%
Students scoring at or above Achievement Level 4	40	46%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	225	89%	94%
Students scoring at or above Achievement Level 4	108	43%	48%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		30
Participation in STEM-related experiences provided for students	9	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE-STEM industry certification exams		0%	0%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	3	0%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	2	0%	1%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students in ninth grade with one or more absences within the first 20 days	31	14%	10%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	2	1%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	2	1%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	100	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We would like to have parents understand the necessity and effectiveness of their involvement in the SAC Committee. The total numbers of hours for the school would increase by 500 by attendance and participation in OCSA functions throughout the year. Involvement in the School Improvement Plan would also show an increase in parental understanding of the school goals.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of volunteer hours by 500	2195	100%	100%

Goals Summary

G1. All teachers will demonstrate evidence of Common Cores shifts in their classroom

G2. Our plan is to increase student engagement in all grades

Goals Detail

G1. All teachers will demonstrate evidence of Common Cores shifts in their classroom

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- District Resource Teachers

Targeted Barriers to Achieving the Goal

- Lack of Training

Plan to Monitor Progress Toward the Goal

Analyzing Student Data

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
Quarterly after results are received from Data

Evidence of Completion:
Results from Progress Monitoring Data; Student Work Samples

G2. Our plan is to increase student engagement in all grades

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Smartboards

- Senteos

- BYOD

- Teen Biz

Targeted Barriers to Achieving the Goal

- Lack of Time

Plan to Monitor Progress Toward the Goal

Formal and Informal Observations

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

IObservation Data

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will demonstrate evidence of Common Cores shifts in their classroom

G1.B1 Lack of Training

G1.B1.S1 Provide focused training on Common Core Standards and Strategies while at the same time providing support to the teachers .

Action Step 1

Provide Common Core Shift Training Module on a weekly basis

Person or Persons Responsible

Instructional Leaders

Target Dates or Schedule

Ongoing throughout the year. Once a week on Wednesday training day.

Evidence of Completion

Teacher Action Plans and Evidence; Gallery Walks

Facilitator:

Tiffany Bell

Participants:

All teachers and administrators

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

Attend the training for Common Core along with the teachers. Complete walkthroughs and observations

Person or Persons Responsible

Instructional Leaders and Administrators

Target Dates or Schedule

Once a week as provided for in the PLC for teachers which will be ongoing throughout the year

Evidence of Completion

Agenda and Teacher Artifacts

Plan to Monitor Effectiveness of G1.B1.S1

Observations and Walkthroughs to check on strategies used for Common Core Implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Each teacher will be visited once a week by an administrator

Evidence of Completion

Progress Monitoring Scores and IObservation

G2. Our plan is to increase student engagement in all grades

G2.B2 Lack of Time

G2.B2.S1 Improve time use by structuring PLC meetings with established rules and norms

Action Step 1

Provide agenda for clear focus of PLC

Person or Persons Responsible

ADM team

Target Dates or Schedule

Ongoing at PLC meetings

Evidence of Completion

Minutes and reflective feedback

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Minutes and Reflections from PLC and Walkthroughs

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

After PLC

Evidence of Completion

Maintaining minutes and reflection notes

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S1 Modeling for PLC by Leadership Team

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Common Core evidence from Modules will be presented by leaders of the group of educators trained for leadership

Person or Persons Responsible

Department Heads. Teachers and Administrators

Target Dates or Schedule

Once a month after module work has been completed and evidence gathered.

Evidence of Completion

Artifacts for Unit and Chapter Lessons depicting rigor and standard based curriculum

Plan to Monitor Effectiveness of G2.B2.S1

Observations an Walkthroughs to check on strategies used for Common Core Implementation

Person or Persons Responsible

Administrators

Target Dates or Schedule

Once a week admin will visit classrooms

Evidence of Completion

Progress Monitoring Scores and IObservation

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

We will incease the awareness of the wellness and health program. The cafeteria will reduce lunch portions and limit the number of sweets per student. Vending machines will have available water bottles and low calorie drinks.

There will also be a Bullying Prevention Program offered to the middle schools at the beginning of the year. This will be offered by the SRO and Mrs. Sysock.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will demonstrate evidence of Common Cores shifts in their classroom

G1.B1 Lack of Training

G1.B1.S1 Provide focused training on Common Core Standards and Strategies while at the same time providing support to the teachers .

PD Opportunity 1

Provide Common Core Shift Training Module on a weekly basis

Facilitator

Tiffany Bell

Participants

All teachers and administrators

Target Dates or Schedule

Ongoing throughout the year. Once a week on Wednesday training day.

Evidence of Completion

Teacher Action Plans and Evidence; Gallery Walks