

Osceola County School For The Arts



2014-15 School Improvement Plan

Osceola County School For The Arts

3151 N ORANGE BLOSSOM TRL, Kissimmee, FL 34744

www.osceola.k12.fl.us

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

51%

Alternative/ESE Center

No

Charter School

No

Minority

71%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

School uses ORBIT system to document and assign discipline for minor infractions. Training is provided on what types of offenses and the appropriate procedures to use in ORBIT.

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

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

Early Warning Systems

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

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

A Level 2 score on the statewide, standardized assessments in English Language Arts or mathematics
Course failure in students designated art major.

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

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	0	3	1	0	3	8
One or more suspensions	2	0	6	5	1	5	1	20
Course failure in ELA or Math	1	1	0	0	0	0	0	2
Level 1 on statewide assessment	1	6	1	0	0	0	0	8
Level 2 on Reading State Assessment	6	11	9	12	7	2	0	47
Level 2 on Math State Assessment	13	14	22	0	0	0	0	49

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

Indicator	Grade Level				Total
	6	7	8	9	
Students exhibiting two or more indicators	3	6	10	1	20

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

All level 1 and any student who scored in level 2 in consecutive years have been placed in intensive reading course for 2014-15 school year. All other level 2 students have reading intervention through a content area teacher who is CAR-PD certified. All early warning students will be progress monitored in reading and math by STAR Reading and Math.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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.

Utilize social media to encourage the parents and students to participate in out student artistic and academic achievements throughout the school year.

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

Our business partner liaison and OASIS coordinator makes regular contact with community businesses to secure and maximize available resources.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Rasmussen, Jonathan	Principal
Carroll, Maria	Assistant Principal
Conners, Mark	Assistant Principal
Bell, Tiffany	Instructional Coach
Kochan, Jonathan	Instructional Coach

Duties

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School leadership team meets monthly to review relevant data to determine the distribution of resources to the needs of the students.
Create interventions based on the needs discovered in monthly review of relevant data.
Utilizes school district inventory control systems to track and dispense available resources.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jonathan Rasmussen	Principal
Andrea Darsch	Teacher
Sally Adair	Parent
Nate Adair	Student
Jenna Tokarz	Parent
Jossie Oquendo	Parent
Kayla Oquendo	Student
Tania Galenanes	Parent
Leyla Reyes-Madero	Parent
Amy DeRose	Parent
Yeny Ortiz	Parent
Jamie Domres	Parent
Randy Froehlich	Parent
Jeannie McWhorter	Parent
Emily Froehlich	Student
Katy Froehlich	Student
Kayla Domres	Student
Rebecca Morales	Parent
Crystal Challacombe	Parent
Danielle Randall	Parent
Glenn Randall	Parent
Samantha Randall	Student
Jenny Cox	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

The committee is scheduled to review last year's school improvement plan on Sept. 8th .

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The school budget is presented annually to the SAC committee, to be voted for approval.

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

Funds were allocated at the end of the 2013 school year. No allocations were made during the 2013-2014 school year.

4506.27 has been carried over to the 2014-2015 school year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Rasmussen, Jonathan	Principal
Conners, Mark	Assistant Principal
Carroll, Maria	Assistant Principal
Bell, Tiffany	Instructional Coach
Kochan, Jonathan	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

Public and Collaborative Teaching

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

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

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

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

Recruit highly qualified teachers with flexible certification in multiple areas due to the need of our small establishment.

Provide professional development opportunities for teachers to grow beyond their current certifications (i.e AP trainings, Gifted endorsement, Reading endorsement, etc).

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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: Summer Program

Minutes added to school year: 1,920

Instruction provided for students entering AP classes in the fall and cumulative review opportunities for all students who are accelerated into courses beyond their current grade level. Also, remediation for students needing to pass the EOC in Algebra and Geometry for graduation requirements. Students needing to increase credit requirements for graduation were also serviced during the summer school.

Strategy Rationale

To ensure student success in the aforementioned programs.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Carroll, Maria, carrollm@osceola.k12.fl.us

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

The data used during the 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.

Strategy: Extended School Day

Minutes added to school year: 7,200

After/Before school tutoring opportunity for all students in all core academic subject areas.

Strategy Rationale

Students need assistance and support in the academic areas.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carroll, Maria, carrollm@osceola.k12.fl.us

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

Student grades and attendance.

Student Transition and Readiness

PreK-12 Transition

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

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

All sixth grade students are encouraged to attend a math and science summer enrichment camp offered at the school. This camp is designed to acclimate students to both school culture and procedures. This program also provides students the foundation math and science knowledge necessary to be successful in the aforementioned academic courses. Sixth grade students are also partnered with a junior or senior student to guide them through their first year transition. All incoming ninth graders and parents are invited to student/parent orientation night.

College and Career Readiness***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

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.

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

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

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

The Osceola County School for the Arts does not offer traditional career and technical education courses. As an art school we focus on integrating art career skills into academic and art courses.

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase rigor in all content and art areas.
- G2.** Implement writing strategies in all grade levels and content areas.

Strategic Goals Detail

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

G1. Increase rigor in all content and art areas. 1a

G048670

Targets Supported 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	80.0

Resources Available to Support the Goal 2

- District and school resource teachers.

Targeted Barriers to Achieving the Goal 3

- Knowledge of rigor and how to increase rigor in art and content areas.

Plan to Monitor Progress Toward G1. 8

The data that measures student performance and instructional practices needed to accomplish rigorous tasks.

Person Responsible

Jonathan Rasmussen

Schedule

Quarterly, from 10/13/2014 to 6/3/2015

Evidence of Completion

Reflective visit surveys, administrative feedback, student grades, and myPGS/IMS assessment reports.

G2. Implement writing strategies in all grade levels and content areas. 1a

G040785

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0

Resources Available to Support the Goal 2

- Literacy Coach- Tiffany Bell
- PLCs Collaboration between ELA and other content area teachers
- Academic Assistance
- Future training for the FSA Assessment
- Writing Progress Monitoring Tool
- New Textbook ELA

Targeted Barriers to Achieving the Goal 3

- Knowledge of writing strategies

Plan to Monitor Progress Toward G2. 8

SMARTGoals

Person Responsible

Jonathan Rasmussen

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student data specific to each PLC SMART Goal (i.e. Osceola Writes 7th grade, ELA and Social Studies Cross-Curricular writing prompt)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. Increase rigor in all content and art areas. **1**

 **G048670**

G1.B1 Knowledge of rigor and how to increase rigor in art and content areas. **2**

 **B121413**

G1.B1.S1 School-wide professional development delivered by district specialists/resource teachers. **4**

 **S133532**

Strategy Rationale

District specialists are able to guide in specific content areas.

Action Step 1 **5**

School-wide professional development provided by district specialist/resource teachers.

Person Responsible

Jonathan Rasmussen

Schedule

Every 6 Weeks, from 10/29/2014 to 6/3/2015

Evidence of Completion

Attendance from the school-wide professional development, classroom walk-through data, PLC notes.

Action Step 2 5

School-wide professional development provided by district specialist/resource teachers.

Person Responsible

Jonathan Rasmussen

Schedule

Every 6 Weeks, from 10/29/2014 to 6/3/2015

Evidence of Completion

Attendance from the school-wide professional development, classroom walk-through data, PLC notes.

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

Informal classroom walk-throughs by the administrative team, reflective visits from district personnel, and district endorsed formative/progress monitoring assessments.

Person Responsible

Jonathan Rasmussen

Schedule

Quarterly, from 10/13/2014 to 6/3/2015

Evidence of Completion

Data from walk-throughs, reflective visits and formative assessments.

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

Data will be collected quarterly and reviewed by the school leadership team.

Person Responsible

Jonathan Rasmussen


Schedule

Quarterly, from 10/13/2014 to 6/3/2015


Evidence of Completion

Classroom walk-throughs, reflective visit, and formative assessment data will be collected and reviewed.


G2. Implement writing strategies in all grade levels and content areas. 1

 G040785

G2.B1 Knowledge of writing strategies 2

 B098797

G2.B1.S1 Professional Development 4

 S110137

Strategy Rationale

Teachers need training to gain knowledge of how to use various writing strategies across all content areas. Students will be exposed to a different form of writing and need to be able to apply synthesizing strategies to all content areas.

Action Step 1 5

School-wide Professional development

Person Responsible

Tiffany Bell

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

MYPGS and Admin Walk-throughs

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

School-wide professional development, planning monthly strategies

Person Responsible

Jonathan Rasmussen

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teachers will be actively engaged in monthly school-wide writing strategy workshops. Subject area leaders will assist the writing strategy using their specific content. Administration will observe the strategies in the classroom. Resource teachers will be able to assist teachers by modeling, co-teaching, and observing the instructional writing strategies.

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

Administrative Walk-throughs, usage of effective strategies through standards-based instruction

Person Responsible

Jonathan Rasmussen


Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Quarterly meeting to review data with academic coaches.

G2.B1.S2 Develop working PLCs and understand teacher expectations. 4

 S110138

Strategy Rationale

PLCs will be able to provide individual assistance to teachers needing specific help with writing strategies in their individual content.

Action Step 1 5

School will develop working professional learning communities to increase student success on the Florida Standards Assessment.

Person Responsible

Jonathan Rasmussen

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

The Principal and school leadership team will provide a calendar when PLCs will meet, examine completed feedback forms, administrative visits in PLCs.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

PLC Establishment
PLC Leader Monthly meeting

Person Responsible

Jonathan Rasmussen

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Attendance, PLC SMART Goals, data from SMART Goals. Administration will visit each PLC during the meeting time. Resource teacher and school PLC leader will be made available for assistance to ensure fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

SMART Goals completed in a timely manner with desired results.

Person Responsible

Jonathan Rasmussen

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

SMART Goals submitted through each PLC, monthly meeting minutes with an update on the progress of the PLC's SMART Goals.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	School-wide Professional development	Bell, Tiffany	8/18/2014	MYPGS and Admin Walk-throughs	6/3/2015 monthly
G2.B1.S2.A1	School will develop working professional learning communities to increase student success on the Florida Standards Assessment.	Rasmussen, Jonathan	8/18/2014	The Principal and school leadership team will provide a calendar when PLCs will meet, examine completed feedback forms, administrative visits in PLCs.	6/3/2015 monthly
G1.B1.S1.A1	School-wide professional development provided by district specialist/resource teachers.	Rasmussen, Jonathan	10/29/2014	Attendance from the school-wide professional development, classroom walk-through data, PLC notes.	6/3/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2	School-wide professional development provided by district specialist/resource teachers.	Rasmussen, Jonathan	10/29/2014	Attendance from the school-wide professional development, classroom walk-through data, PLC notes.	6/3/2015 every-6-weeks
G1.MA1	The data that measures student performance and instructional practices needed to accomplish rigorous tasks.	Rasmussen, Jonathan	10/13/2014	Reflective visit surveys, administrative feedback, student grades, and myPGS/IMS assessment reports.	6/3/2015 quarterly
G1.B1.S1.MA1	Data will be collected quarterly and reviewed by the school leadership team.	Rasmussen, Jonathan	10/13/2014	Classroom walk-throughs, reflective visit, and formative assessment data will be collected and reviewed.	6/3/2015 quarterly
G1.B1.S1.MA1	Informal classroom walk-throughs by the administrative team, reflective visits from district personnel, and district endorsed formative/progress monitoring assessments.	Rasmussen, Jonathan	10/13/2014	Data from walk-throughs, reflective visits and formative assessments.	6/3/2015 quarterly
G2.MA1	SMARTGoals	Rasmussen, Jonathan	8/18/2014	Student data specific to each PLC SMART Goal (i.e. Osceola Writes 7th grade, ELA and Social Studies Cross-Curricular writing prompt)	6/3/2015 quarterly
G2.B1.S1.MA1	Administrative Walk-throughs, usage of effective strategies through standards-based instruction	Rasmussen, Jonathan	8/18/2014	Quarterly meeting to review data with academic coaches.	6/3/2015 monthly
G2.B1.S1.MA1	School-wide professional development, planning monthly strategies	Rasmussen, Jonathan	8/18/2014	Teachers will be actively engaged in monthly school-wide writing strategy workshops. Subject area leaders will assist the writing strategy using their specific content. Administration will observe the strategies in the classroom. Resource teachers will be able to assist teachers by modeling, co-teaching, and observing the instructional writing strategies.	6/3/2015 monthly
G2.B1.S2.MA1	SMART Goals completed in a timely manner with desired results.	Rasmussen, Jonathan	8/18/2014	SMART Goals submitted through each PLC, monthly meeting minutes with an update on the progress of the PLC's SMART Goals.	6/3/2015 monthly
G2.B1.S2.MA1	PLC Establishment PLC Leader Monthly meeting	Rasmussen, Jonathan	8/18/2014	Attendance, PLC SMART Goals, data from SMART Goals. Administration will visit each PLC during the meeting time. Resource teacher and school PLC leader will be made available for assistance to ensure fidelity.	6/3/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase rigor in all content and art areas.

G1.B1 Knowledge of rigor and how to increase rigor in art and content areas.

G1.B1.S1 School-wide professional development delivered by district specialists/resource teachers.

PD Opportunity 1

School-wide professional development provided by district specialist/resource teachers.

Facilitator

District specialists/resource teachers.

Participants

All instructional staff.

Schedule

Every 6 Weeks, from 10/29/2014 to 6/3/2015

PD Opportunity 2

School-wide professional development provided by district specialist/resource teachers.

Facilitator

District specialists/resource teachers.

Participants

All instructional staff.

Schedule

Every 6 Weeks, from 10/29/2014 to 6/3/2015

G2. Implement writing strategies in all grade levels and content areas.

G2.B1 Knowledge of writing strategies

G2.B1.S1 Professional Development

PD Opportunity 1

School-wide Professional development

Facilitator

Tiffany Bell

Participants

All teachers and administrators

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0