

Osceola High School



2014-15 School Improvement Plan

Osceola High School

420 S THACKER AVE, Kissimmee, FL 34741

www.osceola.k12.fl.us

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

78%

Alternative/ESE Center

No

Charter School

No

Minority

82%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	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

To graduate all students career and college ready

Provide the school's vision statement

We will provide access to rigorous courses with interventions.

School Environment

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

Osceola High School has been deemed an international high school since 1996. Osceola High School learns about student cultures and builds relationships between its teachers and students by holding such functions as scholar nights, college and career nights, Kowboy Kick-Offs, and other teacher-student collaborative functions. We also have over 30 school sponsored clubs that help to create a welcoming environment to all students. Title III funds are used to support ELL students through the use of ELL paraprofessionals to work with Non-English Speaking Students and also Limited English Students.

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

Osceola High School creates an environment where students feel safe and respected on campus by having such events as anti-bullying meetings, student to student buddy programs, etc. The faculty works diligently to create an environment that is all-encompassing and creates a feeling of want and inclusion.

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

Osceola High School is a positive behavior school. We are proactive in awareness, prevention, and control of bullying. We offer the Stop Bullying Now! Program. This program addresses bullying and provides school awareness for violence and prevention. We are very proud of the Osceola High School Mediation program. Mediation is the process in which two people sit together in a controlled environment with a neutral third party who helps them come to an agreement in order to solve their particular conflict. Mediations are held in a calm and secure environment where two disputants are able to discuss their conflict without being judged, singled out, or criticized.

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 High School receives funds from the School District of Osceola County to support the Educational Alternative Outreach program. Services are coordinated with the districts Drop-Out Prevention program. The funds are used to prevent at-risk students from dropping out of school and provide students with the opportunities to returning to an educational setting.

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

The Early Warning System at Osceola High School consists of the following:

- Students with 10 or more days absent
- Three or more suspensions, whether in school or out of school
- Students with Course failure in math or language arts
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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
	9	10	11	12	
Attendance below 90 percent	256	145	97	87	585
One or more suspensions	279	226	162	116	783
Course failure in ELA or Math	193	201	101	73	568
Level 1 on statewide assessment	233	186	78	41	538
	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
	9	10	11	12	
Students exhibiting two or more indicators	101	78	55	39	273

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

Osceola High School uses Title I funds to provide professional development and purchase supplemental instructional materials. Title II funds are used to supplement the school through the use of resource teachers/coaches to increase student achievement. To address those students who are not meeting our attendance expectations, the Early Truancy Intervention Team will explain to the student and parent that they will not acquire basic academic competencies unless they attend school regularly. That intervention can have a positive effect on students to prevent academic failure or to prevent criminal ideologies sometimes caused by repetitious contact with the juvenile justice system. We will also explain that enforcement of school attendance rules are subject to state law. To assist those students who have three or more suspensions, we will concentrate on strategies that will help in minimizing suspensions. Suspension is assigned only as a consequence for behavior that is both disruptive and detrimental to the operation of the school. To maximize objectivity, administrative team members are encouraged to discuss whether an incident meets the criteria for out-of-school suspension and, if so, whether suspension or an alternative action would provide the appropriate resolution. We will address patterns of poor behavior among students who are at risk for suspension. We will engage parents and community stakeholders in partnerships to establish shared ownership of student success. Staff members, parents, community members, and community partners build

relationships of trust and support with students. To assist those students who are failing courses and not performing on statewide standardized test, we will intensify learning. Intensifying learning helps build high-achieving schools, which in turn are most likely to produce successful, high-achieving students. We will provide professional development to ensure skilled teachers. We will ensure that our teachers are teaching to the standards.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/191597>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

OHS will also enlist the assistance of our business partners. Our current business partners consists of the Orlando Solar Bears, Papa John's Pizza, The Omni Hotel at Championsgate, Park Inn, and many more.

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
Jones, Edward	Principal
Bryant, Bronsky	Assistant Principal
Jackson, Andrew	Assistant Principal
White, Kiersten	Assistant Principal

Duties

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

MTSS Academic -
Andrew Jackson - Assistant Principal
Christina Remy - Literacy Coach
Lynda Crafton - Math Specialist
Tracy Dunlap - Guidance Counselor
Glenna Spears-School Psychologist
MTSS Behavior -
Bronsky Bryant - Assistant Principal
Stacy Montello - Reading Teacher
David Holder - Dean
Imaris Morales - ESOL LRS
Tracy Dunlap - Guidance Counselor
Glenna Spears-School Psychologist

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

The MTSS Leadership Team collects and views data of the lowest quartile and ESE/ESOL students. These students have already moved to Tier 2 when they were placed in Intensive Reading/Intensive Language Arts classes. The Rtl Leadership Team has created two groups in order to meet the requirements of the MTSS and SIP and to further serve more students. The two parts consist of academics and behavior.

Osceola High School will use the Title I - Part A to supplement academic instruction. The funds will supplement Core subjects: Reading, Math, Writing, and Science to increase student achievement. The Title I funds will be used to provide professional development and purchase supplemental instructional materials.

Osceola High School receives funds to support the Educational Alternative Outreach program. This program provides supplemental instruction and support services that address the special needs of Migrant students. Services are available for all students qualify for MEP.

Osceola School District receives funds to support the Educational Alternative Outreach program. Services are coordinated with the districts Drop-Out program. The funds are used to prevent at-risk students from dropping out of school and provide students with opportunities to returning to an educational setting.

Title II Part A funds are used to supplement all schools through the use of resource teachers/coaches to increase student achievement. It also supplements training through the professional development department at the district office. Training opportunities are offered to increase quality effective

teaching to increase student achievement. Title II Part A funds supplementary funds to increase high-quality instructional teachers.

Title III funds are used to support ELL students through the use of ELL paraprofessionals to work with Non English Speaking students and also Limited English Students at Osceola High School.

Title X funds are used to supplement the Families In Transition student needs which arise as a result of the unique needs brought about by students and families being homeless. The funds are used to meet these unique needs: lack of transportation, lack of require uniforms, offering services to students and non-Title school equivalent to Title I services.

Funds for Supplement Academic Instructions and Extended Learning Opportunities will be used to offer additional instructional assistance during afterschool and Saturdays. These programs will focus on ACT Prep, SAT Prep and Credit Recovery. Instructional teachers will remediate students who are needing additional support. Instructional resource materials will also be purchased.

Osceola High School is a Positive Behavior Support school. We are proactive in awareness, prevention, and control of bullying. We offer this Stop Bullying Now! Program. This program addresses bullying and provide school awareness for violence prevention and student safety. OHS staff is also trained on the district and school emergency management plans.

Osceola High School offers free breakfast all students. In addition to following the guidelines discussed at the district nutrition and wellness committee. The committee is committed to providing school environments with resources and instruction that promotes and protects health, well-being and the physical activity for OHS students and OHS staff.

Students are identified through the use of the district domiciled questionnaire. This form is applied to every student. Parents can also request assistance through the OHS guidance department and the OHS FIT coordinator.

Osceola High School offer students opportunities to participate in the On the Job Training Program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Karen Ramgoolie	Parent
Sally V. Lewis	Teacher
Lisa Jackzo	Parent
Janet Schroeder	Parent
Rebecca Godwin	Education Support Employee
Karen Wheeler	Teacher
Brandie Green	Student
Christina Remy	Teacher
Lynda Crafton	Teacher
	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

At the initial SAC meeting, we will review last year's school improvement plan in conjunction with 2014 FCAT and other state assessment results to determine an evaluation of it's goals and effectiveness.

Development of this school improvement plan

SAC is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The SAC members are able to make recommendations to the SIP. They also approve the SIP.

Preparation of the school's annual budget and plan

At the October 2014 meeting, the SAC will review the school improvement funds. Allocations will be determined for each SIP goal, which include professional development for teachers, and instructional materials.

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

PBS - Positive Behavior Support = \$250.00
Curriculum/Resources = \$200.00
Media Center Resources = \$200.00

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
Remy, Christina	Instructional Coach
Conners, Vivian	Instructional Coach
Matthews, Sharon	Instructional Coach
Crafton, Lynda	Instructional Coach
Bryant, Bronsky	Assistant Principal
Jackson, Andrew	Assistant Principal
Holder, David	Dean

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and an administrator. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team will promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/

or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. The major initiatives for the LLT are school wide Sustain silent Reading and Battle of the Books.

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

OHS will encourage positive working relationships between teachers, including collaborative planning and instruction through Professional Learning Communities. We will develop a collaborative school culture. In collaborative school cultures, the underlying norms, values, beliefs, and assumptions reinforce and support high levels of collegiality, team work, and dialogue about problems of practice. In short, collaboration can affect the quality of teaching in urban settings by enriching the work of teachers. This will allow for more complex problem-solving and extensive sharing of craft knowledge, greater risk-taking and experimentation (because colleagues offer support and feedback), create teachers who are more likely to trust, value, and legitimize sharing expertise; seek advice; and help other teachers.

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

Strategies are being implemented to recruit and retain Highly qualified teachers through district professional development, endorsements, mentoring and collaboration with colleagues and administration's assistance. Some of the strategies that we will use is provide a safe and orderly school environment with active support for teachers on disciplinary issues, maintain a welcoming and respectful administrative approach toward all staff, the children, their parents and school visitors, provide materials and supplies to all teachers in a consistent, timely and inclusive manner. These are things that our teachers have stated are important.

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

Osceola High school's Teacher Mentoring program consists of a training and preparation week before the beginning of the school year. New teachers are encouraged to participate throughout the week. There are monthly meetings, classroom visits and immediate feedback.

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

One venue for ensuring that OHS' core instructional programs and materials are aligned to Florida's standards is through participation in Professional Learning Communities. OHS ensures its core instructional programs and materials are aligned to Florida's Standards during weekly PLC/common planning times. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Examples of this will be holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards. Also, providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction) and conducting data chats with students.

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

Strategy: Extended School Day

Minutes added to school year: 13,000

OHS is looking to use additional SAI funds along with Title I funds to provide after school learning activities and professional development for the instructional staff. This will enable the teachers to meet the needs of their students in order to improve students' reading proficiency.

Strategy Rationale

This will enable the teachers to meet the needs of their students in order to improve students' reading proficiency.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Jones, Edward, jonesedw@osceola.k12.fl.us

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

Data is collected through formal and informal assessments, FCAT, and EOCs. Teachers will keep record in a digital data notebook on our SharePoint site. The data notebook will be updated weekly, and an assigned leadership team member will review the data during the weekly PLC/ common planning time. The leadership team and grade levels will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on students data.

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 members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

The career specialist assists students with their 4 year high school plan to pursue post secondary education. One of the main components of the preparation involves Prep HQ which assists students with sequencing of course selection. The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies

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

At OHS, each student can declare a major of interest at enrollment. Students are also able to take CTE courses. Such courses as Agriculture, Business Technology, Engineering & Technology Education, Health Science, Hospitality & Tourism, Information Technology, Marketing, Sales & Service, Avionics, and Water Treatment can lead to certification.

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

Improving student readiness to post secondary education will be accomplished by ensuring students participation in ACT/SAT prep. In addition, OHS invites college recruiters to visit the campus to speak with students on college opportunities.

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

•At OHS, our counselors conduct classroom guidance and individual counseling sessions with students. They also see that meetings are held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college.

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 the amount of Career and Technical Education certifications available at OHS.
- G2.** All teachers will implement effective teaching instruction aligned to standards in alignment Common Core strategies and accommodations for ELL students.
- G3.** OHS will establish professional learning communities in grade level/subject/content area.
- G4.** Implement a school-wide common board configuration practice
- G5.** Each grade level will increase the amount of students achieving 3 or above in reading, math, and science.

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 the amount of Career and Technical Education certifications available at OHS. 1a

G041384

Targets Supported 1b

Indicator	Annual Target
College Readiness Mathematics	90.0

Resources Available to Support the Goal 2

- Local business partners who are in the CTE fields
- Volunteers who are able to give insight into certain fields
- Current state and local environment that is conducive to the CTE areas

Targeted Barriers to Achieving the Goal 3

- Attracting certified personnel to teach courses.
- Increases in the budget to acquire and maintain equipment
- Increasing student awareness and involvement in the programs

Plan to Monitor Progress Toward G1. 8

Gather feedback from local business involved with CTE

Person Responsible

Edward Jones

Schedule

Quarterly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Feedback

G2. All teachers will implement effective teaching instruction aligned to standards in alignment Common Core strategies and accommodations for ELL students. 1a

G041385

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Resources Available to Support the Goal 2

- Progress monitoring mini assessments, I-Observation tool data collection, district and school assessments throughout the school year. (It is expected that there will be an increased number and percentage of students who are proficient on district and school assessments throughout the school year).

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge of collaborative, data driven analysis and instruction (or cannot or do not implement if they have knowledge of it).

Plan to Monitor Progress Toward G2. 8

Formal and Informal Observations, IPDP, Formal and informal assessments

Person Responsible

Edward Jones

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

iObservations, Lesson Plans, CWTs

G3. OHS will establish professional learning communities in grade level/subject/content area. 1a

G041386

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Resources Available to Support the Goal 2

- Professional Learning Communities, Administration, District Office

Targeted Barriers to Achieving the Goal 3

- The increased amount of students bringing the population over capacity.
- The amount of floating teachers on campus.

Plan to Monitor Progress Toward G3. 8

Students progress reports, meeting notes, surveys

Person Responsible

Edward Jones

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students progress reports, meeting notes, surveys

G4. Implement a school-wide common board configuration practice 1a

G041387

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Resources Available to Support the Goal 2

- Professional development, district staff

Targeted Barriers to Achieving the Goal 3

- Too many initiatives, people are overwhelmed
- Keeping CBC uniformed throughout the year

Plan to Monitor Progress Toward G4. 8

Will take note of how Common Board Configurations are being used

Person Responsible

Edward Jones

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teachers are referring to common board configurations throughout the period and students are taking note of the CBC.

G5. Each grade level will increase the amount of students achieving 3 or above in reading, math, and science. 1a

G041388

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	60.0

Resources Available to Support the Goal 2

- Professional development, culture change, budget, supplies

Targeted Barriers to Achieving the Goal 3

- Having time for guided and independent practice of reading skills which will enhance math and science.

Plan to Monitor Progress Toward G5. 8

Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase

Person Responsible

Edward Jones

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase

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 the amount of Career and Technical Education certifications available at OHS. **1**

 G041384

G1.B1 Attracting certified personnel to teach courses. **2**

 B100225

G1.B1.S1 Maintain a relationship with the local businesses related to the CTE fields through letters, meetings, and invitations to visit the programs **4**

 S111479

Strategy Rationale

Action Step 1 **5**

Send out updates on the programs via email.

Person Responsible

Edward Jones

Schedule

Quarterly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Emails

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

Carbon Copies of emails sent to administration

Person Responsible

Edward Jones

Schedule

Quarterly, from 9/15/2014 to 6/4/2015

Evidence of Completion

emails

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

Gather feedback from local business involved with CTE

Person Responsible

Schedule

Quarterly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Feedback

G1.B2 Increases in the budget to acquire and maintain equipment 2

 B100226

G1.B2.S1 Obtain additional funding from local partnerships. 4

 S111480

Strategy Rationale

Action Step 1 5

Ask for additional funding from local business that will possibly be impacted positively through students being certified through CTE field.

Person Responsible

Edward Jones

Schedule

On 6/4/2015

Evidence of Completion

Funding is supplied.

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

Finances are increased and audited with bookkeeper

Person Responsible

Edward Jones

Schedule

On 6/4/2015

Evidence of Completion

Funds are balanced and spent according to plan

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

Finances are increased and audited with bookkeeper

Person Responsible

Edward Jones

Schedule

On 6/4/2015

Evidence of Completion

Funds are balanced and spent according to plan

G1.B3 Increasing student awareness and involvement in the programs 2

 B100227

G1.B3.S1 Provide for opportunities for students to become familiar with the different CTE programs at OHS 4

 S111481

Strategy Rationale

Action Step 1 5

Provide advertisement to students and parents

Person Responsible

Edward Jones

Schedule

Annually, from 9/15/2014 to 6/4/2015

Evidence of Completion

School website is accessed, IRIS phone calls, letters

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Survey of students and parents concerning info for CTE programs

Person Responsible

Edward Jones

Schedule

On 6/4/2015

Evidence of Completion

Return of surveys

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Survey of students and parents concerning info for CTE programs

Person Responsible

Edward Jones

Schedule

On 6/4/2015

Evidence of Completion

Return of surveys

G2. All teachers will implement effective teaching instruction aligned to standards in alignment Common Core strategies and accommodations for ELL students. 1

G041385

G2.B1 Teachers lack knowledge of collaborative, data driven analysis and instruction (or cannot or do not implement if they have knowledge of it). 2

B100228

G2.B1.S1 Provide professional development to assist in understanding clear and measurable revisions to standards. 4

S111482

Strategy Rationale

Action Step 1 5

Design and deliver PD in quality instruction, Data-based problem solving

Person Responsible

Edward Jones

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

IPDP, Surveys, Formal Assessments

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

Formal and Informal Observations, IPDP, Formal and informal assessments

Person Responsible

Edward Jones

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

iObservations, Surveys

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

Formal and Informal Observations, IPDP, Formal and informal assessments

Person Responsible

Edward Jones

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

CWTs, Lesson Plans, Assessments

G3. OHS will establish professional learning communities in grade level/subject/content area. 1

 G041386

G3.B1 The increased amount of students bringing the population over capacity. 2

 B100229

G3.B1.S1 Teachers scheduled with common students according to subject. 4

 S111483

Strategy Rationale

Action Step 1 5

Scheduling

Person Responsible

Edward Jones

Schedule

On 8/18/2014

Evidence of Completion

Schedules of students

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

Students progress reports, meeting notes, surveys

Person Responsible

Edward Jones

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students progress reports, meeting notes, surveys

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

Students progress reports, meeting notes, surveys

Person Responsible

Edward Jones

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Students progress reports, meeting notes, surveys

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G4. Implement a school-wide common board configuration practice 1

 G041387

G4.B1 Too many initiatives, people are overwhelmed 2

 B100231

G4.B1.S1 Provide administrative support to ease the feeling of being overwhelmed 4

 S111485

Strategy Rationale

Action Step 1 5

Develop CBC requirements that are nonnegotiable in the classroom.

Person Responsible

Edward Jones

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Common Board Configuration is visible within the classroom.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Conduct Classroom Walk Throughs in order to observe for Common Board Configurations

Person Responsible

Edward Jones

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Common Board Configurations are observed

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Will take note of how Common Board Configurations are being used

Person Responsible

Edward Jones

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teachers are referring to common board configurations throughout the period and students are taking note of the CBC.

G5. Each grade level will increase the amount of students achieving 3 or above in reading, math, and science.

1

G041388

G5.B1 Having time for guided and independent practice of reading skills which will enhance math and science.

2

B100233

G5.B1.S1 School Wide SSR, teachers following the reading calendar, professional development to increase reading strategies, optional tutoring through 21st century

4

S111486

Strategy Rationale

Action Step 1

5

Provide professional development to implement SSR, understanding of reading calendar

Person Responsible

Edward Jones

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase

Plan to Monitor Fidelity of Implementation of G5.B1.S1

6

Observations, CWTs, Formal and Informal assessments

Person Responsible

Edward Jones

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Teachers are using SSR and following the reading calendar. Students are enrolling in after school programs and scores increase

Person Responsible

Edward Jones

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase

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
G1.B1.S1.A1	Send out updates on the programs via email.	Jones, Edward	9/15/2014	Emails	6/4/2015 quarterly
G1.B2.S1.A1	Ask for additional funding from local business that will possibly be impacted positively through students being certified through CTE field.	Jones, Edward	9/15/2014	Funding is supplied.	6/4/2015 one-time
G1.B3.S1.A1	Provide advertisement to students and parents	Jones, Edward	9/15/2014	School website is accessed, IRIS phone calls, letters	6/4/2015 annually
G2.B1.S1.A1	Design and deliver PD in quality instruction, Data-based problem solving	Jones, Edward	9/15/2014	IPDP, Surveys, Formal Assessments	6/4/2015 biweekly
G3.B1.S1.A1	Scheduling	Jones, Edward	8/18/2014	Schedules of students	8/18/2014 one-time
G4.B1.S1.A1	Develop CBC requirements that are nonnegotiable in the classroom.	Jones, Edward	8/18/2014	Common Board Configuration is visible within the classroom.	6/4/2015 daily
G5.B1.S1.A1	Provide professional development to implement SSR, understanding of reading calendar	Jones, Edward	8/18/2014	Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase	6/4/2015 monthly
G1.MA1	Gather feedback from local business involved with CTE	Jones, Edward	9/15/2014	Feedback	6/4/2015 quarterly
G1.B1.S1.MA1	Gather feedback from local business involved with CTE		9/15/2014	Feedback	6/4/2015 quarterly
G1.B1.S1.MA1	Carbon Copies of emails sent to administration	Jones, Edward	9/15/2014	emails	6/4/2015 quarterly
G1.B2.S1.MA1	Finances are increased and audited with bookkeeper	Jones, Edward	9/15/2014	Funds are balanced and spent according to plan	6/4/2015 one-time
G1.B2.S1.MA1	Finances are increased and audited with bookkeeper	Jones, Edward	9/15/2014	Funds are balanced and spent according to plan	6/4/2015 one-time
G1.B3.S1.MA1	Survey of students and parents concerning info for CTE programs	Jones, Edward	9/15/2014	Return of surveys	6/4/2015 one-time
G1.B3.S1.MA1	Survey of students and parents concerning info for CTE programs	Jones, Edward	9/15/2014	Return of surveys	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Formal and Informal Observations, IPDP, Formal and informal assessments	Jones, Edward	9/15/2014	iObservations, Lesson Plans, CWTs	6/4/2015 daily
G2.B1.S1.MA1	Formal and Informal Observations, IPDP, Formal and informal assessments	Jones, Edward	9/15/2014	CWTs, Lesson Plans, Assessments	6/4/2015 daily
G2.B1.S1.MA1	Formal and Informal Observations, IPDP, Formal and informal assessments	Jones, Edward	9/15/2014	iObservations, Surveys	6/4/2015 daily
G3.MA1	Students progress reports, meeting notes, surveys	Jones, Edward	8/18/2014	Students progress reports, meeting notes, surveys	6/4/2015 quarterly
G3.B1.S1.MA1	Students progress reports, meeting notes, surveys	Jones, Edward	8/18/2014	Students progress reports, meeting notes, surveys	6/4/2015 quarterly
G3.B1.S1.MA1	Students progress reports, meeting notes, surveys	Jones, Edward	8/18/2014	Students progress reports, meeting notes, surveys	6/4/2015 quarterly
G3.B1.S2.MA1	[no content entered]			once	
G3.B1.S2.MA1	[no content entered]			once	
G4.MA1	Will take note of how Common Board Configurations are being used	Jones, Edward	8/18/2014	Teachers are referring to common board configurations throughout the period and students are taking note of the CBC.	6/4/2015 daily
G4.B1.S1.MA1	Will take note of how Common Board Configurations are being used	Jones, Edward	8/18/2014	Teachers are referring to common board configurations throughout the period and students are taking note of the CBC.	6/4/2015 daily
G4.B1.S1.MA1	Conduct Classroom Walk Throughs in order to observe for Common Board Configurations	Jones, Edward	8/18/2014	Common Board Configurations are observed	6/4/2015 daily
G5.MA1	Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase	Jones, Edward	8/18/2014	Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase	6/4/2015 biweekly
G5.B1.S1.MA1	Teachers are using SSR and following the reading calendar. Students are enrolling in after school programs and scores increase	Jones, Edward	8/18/2014	Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase	6/4/2015 weekly
G5.B1.S1.MA1	Observations, CWTs, Formal and Informal assessments	Jones, Edward	8/18/2014	Teachers are using SSR and following the reading calendar. Students are enrolling in 21st Century and scores increase	6/4/2015 daily

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 the amount of Career and Technical Education certifications available at OHS.

G1.B3 Increasing student awareness and involvement in the programs

G1.B3.S1 Provide for opportunities for students to become familiar with the different CTE programs at OHS

PD Opportunity 1

Provide advertisement to students and parents

Facilitator

CTE Admin and CTE teachers

Participants

Students, CTE Admin and CTE teachers

Schedule

Annually, from 9/15/2014 to 6/4/2015

G2. All teachers will implement effective teaching instruction aligned to standards in alignment Common Core strategies and accommodations for ELL students.

G2.B1 Teachers lack knowledge of collaborative, data driven analysis and instruction (or cannot or do not implement if they have knowledge of it).

G2.B1.S1 Provide professional development to assist in understanding clear and measurable revisions to standards.

PD Opportunity 1

Design and deliver PD in quality instruction, Data-based problem solving

Facilitator

Literacy Coach

Participants

All Teachers

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

G4. Implement a school-wide common board configuration practice

G4.B1 Too many initiatives, people are overwhelmed

G4.B1.S1 Provide administrative support to ease the feeling of being overwhelmed

PD Opportunity 1

Develop CBC requirements that are nonnegotiable in the classroom.

Facilitator

Reading and Math Coach

Participants

All classroom teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

G5. Each grade level will increase the amount of students achieving 3 or above in reading, math, and science.

G5.B1 Having time for guided and independent practice of reading skills which will enhance math and science.

G5.B1.S1 School Wide SSR, teachers following the reading calendar, professional development to increase reading strategies, optional tutoring through 21st century

PD Opportunity 1

Provide professional development to implement SSR, understanding of reading calendar

Facilitator

Reading coach, math coach, science department head and administration

Participants

Entire faculty

Schedule

Monthly, from 8/18/2014 to 6/4/2015

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