

School District of Osceola County, FL

# Osceola Virtual Franchise (Secondary)



2017-18 School Improvement Plan

## Osceola Virtual Franchise (Secondary)

1200 VERMONT AVE, St Cloud, FL 34769

www.osceolaschools.net

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 6-12	No	27%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

### School Grades History

Year	2016-17	2015-16	2013-14
Grade	B	I	I

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Osceola County School Board on 9/29/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Osceola Virtual Franchise (Secondary)

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">Gayle Sitter</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

The Osceola School District's mission is to inspire all learners to reach their highest potential as responsible, productive citizens.

Osceola Virtual School's mission is to provide enriching educational online choice options to enhance students' potential in the future.

##### b. Provide the school's vision statement

Osceola Virtual School's vision is to provide a K-12 virtual education that is powerful, personalized, and learner-centered with experiences through competency-based, blended and full-time online learning.

#### 2. School Environment

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

At the time of registration, cultural demographic information is collected to better understand the population that will be served. The Principal meets with each applicant to build relationships with the student and the family as well as to determine what is the best program for the student. Student's whole educational experience is looked at such as grades, discipline, standardized testing data, health information and any other information the families would share during the interview process. From the information collected, the family is explained all the options available for the student, and they make the choice of the educational track the student would benefit from.

Students and families have the opportunities to build relationships via the interview process, Blackboard Collaborate, face to face meetings, during field trips and other activities throughout the year.

After the interview process, full time virtual students and parents attend an orientation to become familiar with online learning, to learn about the expectations of online learning and meet OVS staff. The families also receive information on resources available for students in the district and at OVS as well. Throughout the year, students will have the opportunity for technology workshops through OVS. Some the the OVS resources include face to face reading intervention, math tutoring and counseling.

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

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

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

In addition, students are welcome to work in the OVS lab if they do not have internet access at home.

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

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

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

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

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

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

**2. Description**

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



**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

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

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Rentas, Enid	Principal
	Principal

**b. Duties**

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

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

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

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

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

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Dr. Enid M. Rentas	Principal
Janet Cook	Teacher
Dr. Jeriel Ortiz	Teacher
Lourdes Rodriguez	Parent
Keira Fletes	Parent
Wayne Cook	Business/Community
Hexael Lopez	Student
Sharlene Watt	Parent

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

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

Students who are in the Intensive Reading Class were also given F2F tutoring in reading by the Reading Specialist. The school Lab will also be set up to support students who need the F2F intervention.

This year, we will also focus on students taking more dual enrollment and AP courses so the students can prepare for future careers and goals.

*b. Development of this school improvement plan*

The principal together with the School Improvement team, identified students and OVS teachers will contribute to the School Improvement Plan this year (2017-18 school year). It is the understanding that the School Improvement Plan will be a living document and may be modified as students continue to grow and achieve. In addition, the SAC will be meeting monthly to work on the goals for the school year, and vote to determine final plan to be able to move forward.

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

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

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

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

Amounts budgeted for each project can be seen in the Finance Report provided in October.

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

No

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

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Rentas, Enid	Principal

**b. Duties**

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

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

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

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

OVS working relationships are encouraged via communication through email, F2F meetings, virtual meetings via Blackboard Collaborate, texting and instant messaging. Teachers work virtually and attend professional development workshops provided by the FLVS and K-12 franchises. Also, Principal meets with teachers F2F and online to plan instruction collaboratively, provide updates, professional learning and stay abreast with the Florida Common Core Standards. Experienced teachers in online teaching also mentor new teachers one on one so they can be successful in online teaching.

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

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

To maintain, develop and retain highly qualified teachers it is important to develop relationships with teachers and listen to their concerns and needs.

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

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

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

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

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

#### **b. Instructional Strategies**

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

OVS is a very unique school because the Franchise Providers continually provide academic data on the students so we can follow up with students and their families. The learning management system, through Florida Virtual School and K-12 Fuel Ed., facilitates the data to be able to analyze it in regards to

student performance to be able to differentiate the approach and strategies used with the low achieving students. Attendance in courses, grades, FSA scores, curriculum based measurement data, curriculum based assessment data and iReady data that can be used to monitor student academic progress.

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

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

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

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

**Strategy:** After School Program

**Minutes added to school year:** 90

The OVS strategy will be to offer F2F weekly tutoring sessions in Algebra 1 and Math.

**Strategy Rationale**

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

**Strategy Purpose(s)**

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

**Person(s) responsible for monitoring implementation of the strategy**

Rentas, Enid, rentasen@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 from students' discussion based assessments, module exams, I-Ready Math, FSA, formative assessments and final exams.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

OVS uses an escalation process to transition students from one level to another. The following factors are taken into consideration for transitioning:

- a) Attendance
- b) Grades during mid and end of year
- c) Students not progressing during the weekly data checks
- d) Students' place in Student Success Plans achieving and showing improvement
- e) Portfolios
- f) I-Ready results in both Math and Reading
- g) Reading Plus data
- h) Teacher Judgment and Recommendations

- i) Discussion Based Assessments
- j) Formative Assessments

## **b. College and Career Readiness**

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

Students participate in Career Planning and the school counselor will complete inventories with the students on career planning and resources that will be beneficial in aiding students in fields of interest. OVS staff will prepare a "Career Day" event that will include business professionals who will provide a session about the different careers in the area. Students will also be able to participate in job shadowing opportunities and internships as well. In addition, the OVS counselor will offer F2F and virtual seminars on College and Career Readiness.

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

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

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

OVS has expanded the course offerings to include AP Computer Science and more CTE courses. This year, a Medical and an IT track will be added to course offerings via the K-12 PEAK site .

Osceola teachers will be trained in the Brightspace platform to be able to offer the courses. Students are encouraged to take surveys to determine readiness for college. Businesses are also sought out to offer internships and job shadowing to interested students.

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

OVS will expand course opportunities to prepare students for post-secondary education. OVS team will also develop a student interest inventory to be able to match student interests with possible public post-secondary opportunities and choices offered by OVS.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Reading is a point of strength

### B. Problem Analysis Summary

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

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** If we increase the students knowledge of informational text in all content areas, then student achievement will increase.
  
- G2.** If we increase the student's content knowledge of mathematics by using supplementary resources. Then student achievement in all areas will increase.

## Strategic Goals Detail

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



**G1.** If we increase the students knowledge of informational text in all content areas, then student achievement will increase. 1a

G089660

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	100.0
Bio I EOC Pass	75.0
U.S. History EOC Pass	67.0
Civics EOC Pass	100.0

**Targeted Barriers to Achieving the Goal** 3

- Students are not attending classes on site, so it is hard to monitor and reteach the informational text materials.

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

- 
- I-Ready for Middle School students
- Parents will be able to make appointments with Reading Coach for F2F assistance.
- Ask teachers to highlight the informational text when it comes up in the curriculum and provide online assistance via Blackboard Collaborate.
- Create a PowerPoint on the importance of informational text and post on OVS website under resources
- OVS is working on ways to add enrichment activities within the current curriculum.

**Plan to Monitor Progress Toward G1.** 8

The Principal will monitor full time students progress by reviewing enrichment activities submissions.

**Person Responsible**

Enid Rentas

**Schedule**

On 3/15/2018

**Evidence of Completion**

Progress monitoring chart.

**G2.** If we increase the student's content knowledge of mathematics by using supplementary resources. Then student achievement in all areas will increase. 1a

G089661

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	55.0
FSA Mathematics Achievement	64.0
Math Gains	41.0
Geometry EOC Pass Rate	83.0

**Targeted Barriers to Achieving the Goal** 3

- Students are not using supplementary resources provided by the district.

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

- EOC Preparation, Bi-Weekly Tutoring for Algebra I students
- Virtual Tutoring Sessions with OVS teachers via Blackboard Collaborate
- Create an email list for students and parents to communicate via email opportunities for math tutoring and other events
- Math Nation and Khan Academy

**Plan to Monitor Progress Toward G2.** 8

Math Nation reports will be monitored by OVS teachers and staff.

**Person Responsible**

Enid Rentas

**Schedule**

On 4/2/2018

**Evidence of Completion**

Math Nation Reports.

## 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.** If we increase the students knowledge of informational text in all content areas, then student achievement will increase. **1**

 G089660

**G1.B2** Students are not attending classes on site, so it is hard to monitor and reteach the informational text materials. **2**

 B254504

**G1.B2.S1** Ask teachers to highlight the informational text when it comes up in the curriculum. **4**

 S268808

### Strategy Rationale

The more exposure students have to informational text should make it easier to apply to future assignments and testing.

### Action Step 1 **5**

OVS teachers will be provided with a supplemental activity on informational text.

#### Person Responsible

Enid Rentas

#### Schedule

On 3/15/2018

#### Evidence of Completion

Informational Text shared with teachers via email.

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

Students product will be submitted and graded as an enrichment activity withing their course.

**Person Responsible**

Enid Rentas

**Schedule**

On 3/15/2018

***Evidence of Completion***

Students sample.

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

Teachers will be asked for feedback regarding the appropriateness of the activity, and suggestions on how this could be improved for the next implementation.

**Person Responsible**

Enid Rentas

**Schedule**

On 3/15/2018

***Evidence of Completion***

Notes from meeting.

**G2.** If we increase the student's content knowledge of mathematics by using supplementary resources. Then student achievement in all areas will increase. 1

G089661

**G2.B2** Students are not using supplementary resources provided by the district. 2

B254461

**G2.B2.S1** Teachers will post instructions how to access Math Nation on their home page along with its purpose. 4

S268813

### Strategy Rationale

Students have to access teachers home page each time they enter their course.

### Action Step 1 5

Reading Coach sent, via email, directions on how to sign onto Math Nation. Teachers will be asked to highlight Math Nation on home page and then they will reiterate it during each student monthly contact.

#### Person Responsible

Enid Rentas

#### Schedule

On 4/2/2018

#### Evidence of Completion

Sample of email, home page and contact log

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Teachers home pages and contact logs will be audited by Principal.

#### Person Responsible

Enid Rentas

#### Schedule

Monthly, from 11/1/2017 to 4/2/2018

#### Evidence of Completion

Samples of home page and contact logs.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Teachers home pages and contact logs will be audited by Principal and feedback will be provided.

**Person Responsible**









**Schedule**

Monthly, from 11/1/2017 to 4/2/2018

**Evidence of Completion**

Samples of home page, contact logs and emails.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M345977	The Principal will monitor full time students progress by reviewing enrichment activities...	Rentas, Enid	11/1/2017	Progress monitoring chart.	3/15/2018 one-time
G1.B2.S1.MA1  M383062	Students product will be submitted and graded as an enrichment activity withing their course.	Rentas, Enid	11/1/2017	Students sample.	3/15/2018 one-time
G1.B2.S1.MA1  M383063	Teachers will be asked for feedback regarding the appropriateness of the activity, and suggestions...	Rentas, Enid	11/1/2017	Notes from meeting.	3/15/2018 one-time
G1.B2.S1.A1  A358576	OVS teachers will be provided with a supplemental activity on informational text.	Rentas, Enid	11/1/2017	Informational Text shared with teachers via email.	3/15/2018 one-time
G2.MA1  M345502	Math Nation reports will be monitored by OVS teachers and staff.	Rentas, Enid	11/1/2017	Math Nation Reports.	4/2/2018 one-time
G2.B2.S1.MA1  M383069	Teachers home pages and contact logs will be audited by Principal and feedback will be provided.		11/1/2017	Samples of home page, contact logs and emails.	4/2/2018 monthly
G2.B2.S1.MA1  M383067	Teachers home pages and contact logs will be audited by Principal.	Rentas, Enid	11/1/2017	Samples of home page and contact logs.	4/2/2018 monthly
G2.B2.S1.A1  A358587	Reading Coach sent, via email, directions on how to sign onto Math Nation. Teachers will be asked...	Rentas, Enid	11/1/2017	Sample of email, home page and contact log	4/2/2018 one-time

## V. Professional Development Opportunities

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



**VI. Technical Assistance Items**

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

**VII. Budget**

1	G1.B2.S1.A1	OVS teachers will be provided with a supplemental activity on informational text.	\$0.00
2	G2.B2.S1.A1	Reading Coach sent, via email, directions on how to sign onto Math Nation. Teachers will be asked to highlight Math Nation on home page and then they will reiterate it during each student monthly contact.	\$0.00
<b>Total:</b>			<b>\$0.00</b>