

Seminole County Public Schools

Oviedo High School



2015-16 School Improvement Plan

Oviedo High School

601 KING ST, Oviedo, FL 32765

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0421>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	33%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	33%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Seminole 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Oviedo High School is to ensure that students learn in a multifaceted environment that prepares them to become competent and productive citizens, excelling in their educational and workplace pursuits.

Provide the school's vision statement

Oviedo High School will remain the premier high school in the State of Florida and will continue to be recognized nationally for high standards, academic, athletic, and arts performance, while offering students customized educational pathways 24/7/365. The personalized approach to assisting students at Oviedo High School will remain the foundational organizational culture or "the way we do business here." The personalized approach will be expanded and made more tailored with ePathways and continual technological innovation. Every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society. All students will perform at the highest levels. There will be equitable opportunities for all students. Oviedo High School's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

School Environment

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

Currently, Oviedo High School is working on educating the faculty about poverty, ELL, and ESE students. Wednesday in-services are provided on all three sub-groups. Oviedo High School's ELL teachers, Ms. Ayala-Cruz and Ms. Cuello, offered a parent night geared toward ELL students and also will do a break-out session for parents/students during Curriculum Night in January. Additionally, there will be an ESE break-out session during the same time. This year Oviedo High School has fully implemented ESE Support Facilitation. In-services have been provided to educate general education teachers especially focused on students who are ESE and ELL or belong to another sub-group. Oviedo High School does have a STEP team and is focused on making sure Hispanic and Black students are taking rigorous classes based on the diversity report provided by Assessment and Accountability. Finally, Oviedo hosted Challenge Day in September 2015 to help students and teachers understand where each other is coming from and to foster a sense of empathy on campus.

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

The administration team, security, and teachers monitor the campus and are available for assistance before school, between classes, after school, and during lunch. Students report bullying through an anonymous hotline and feel comfortable approaching administration, security, teachers, or the SRO for assistance.

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

Oviedo High School follows a four step plan for discipline. Mr. Maitland, Dean of Students, covers expectations with the student body and teachers in class meetings and on ROAR-TV. In addition, Mr. Maitland provides staff development on Wednesdays specifically addressing motivation and discipline with hard to reach students. Mr. Maitland provides weekly updates in administration meetings on discipline and provides data from EdInsight on a monthly basis for review.

Mr. Maitland is chairman of the PBS Committee composed of teachers working with primarily at-risk students. Their meetings have established positive referrals where teachers nominate students for exhibiting positive behavior. The students with a positive referral are given a certificate and prize by an administrator for their positive behavior. This type of recognition is given to students who would not otherwise be recognized at OHS. In addition, the administrators are working on a motivational program called SCORE where students enrolled in reading compete for points in order to "beat" other classes. The points are based on both academic and positive behavior. The winning class gets prizes such as candy or pizza.

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

In addition to students gaining assistance from the six guidance counselors located in the Guidance Department, there is one additional guidance counselor provided by New Horizons. During peak times such as registration, Drug Awareness Week, Red Ribbon Week, Mock DUI, etc., a guidance counselor is available at lunch in the "Guidance Corner" to answer questions or assist students with issues. On campus, there is also a paraprofessional that assists with motivating and helping at-risk students. In addition, students are referred to outside services as needed.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data, and other relevant achievement information through the SCPS Skyward Family Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on the school marquee, (9) and numerous other out-reach strategies developed by school staff.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers of commerce, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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:

Name	Title
Trybus, Joe	Principal
Daniel, Trent	Assistant Principal
Morgan, Andrew	Assistant Principal
Ackley, Matthew	Assistant Principal
Naidu, Felicia	Assistant Principal
McDonald, Jason	Other
Maitland, Jason	Dean
Swander, Ashley	Instructional Coach
Rodenburg, Susan	Administrative Support
Williams, Nicola	Guidance Counselor
Klaers, Regina	Assistant Principal
Robertson, Zach	Administrative Support

Duties

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

All administrators serve as instructional leaders in not only overseeing various departments, but more importantly, by working alongside teacher leaders to determine the curriculum and instructional goals of each department. All administrators are knowledgeable regarding the Seminole County Instructional Model and perform walk-throughs and evaluations with constructive feedback in order to improve instruction and student achievement at Oviedo High School.

Joe Trybus

Departments: Assistant Principals, SAM, Dean, Personnel Executive Secretary, and Bookkeeper
Responsibilities: Accountable for Total School Program, Budget and Finances, Instructional Employment and Assessment, Public Information, and Community Relations

Matt Ackley

Departments: Mathematics, Guidance, Media Center, Op Dip, Guidance Secretary, FTE Clerk, and Records Secretary

Responsibilities: A+ Monitor for Math EOC Data, Master Schedule, FTE/Records, Enrollments, Registration, Report Cards, Curriculum Guide, Instructional Leaders Meeting Agendas, Foreign Exchange, Substitutes, Math Initiatives, Academic Field Trip Approval for Math and Guidance
Trent Daniel

Departments: English/Reading/ESOL, P.E., Athletics, Athletics Secretary, Instructional Coach, and Technical Executive Secretary

Responsibilities: A+ Monitor for ELA FSA Data, Advanced Placement, Articulation\Cluster, Interns, New and Beginning Teachers, New Teacher Induction Program, Professional Development, Public Relations, Reading and Writing Initiatives, Senior Capstone Project, Faculty and Staff Handbook, Student Planner, Teacher and Employee of the Year, Finalize Accreditation Report, Purchase Order and Check Approval Contact Backup, Academic Field Trip Approval for English/Reading/ESOL and P.E.

Regina Klaers

Departments: Social Studies, Career and Technical Education, and Network Specialist

Responsibilities: A+ Monitor for U.S. History EOC Data, A+ At-Risk Monitor, A+ Graduation Data Monitor, Graduation, Head Accreditation, Withdrawals, CAPE, Technology, Transition, Head At-Risk Program (Attendance, MTSS, PBS, Discipline), Tutoring, Bell Schedules, Academic Field Trip Approval for Social Studies and Career and Technical Education

Drew Morgan

Departments: Science, Fine and Performing Arts, JROTC, ISS, Discipline, Custodians, Security, and Discipline Secretary

Responsibilities: A+ Monitor for Biology EOC Data, Bioscience Program of Emphasis, Student Activities, Facilities, Fire and Code Red Drills, Field Trips (All), Inventory, Facilities Use Agreements, Work Orders, Global School Calendar for Student Activities, Administrative Duty Roster, Summer School, Discipline, Sonitrol Contact, Field Trip Approval for Science, Fine and Performing Arts, and NJROTC

Felicia Naidu

Departments: ESE, Foreign Language, ESE Non-Instructional

Responsibilities: A+ Monitor for ESE Data, Student Study, Teacher Certification, Out-Of-Field Reports, PTSA, Principal's Luncheon, Wellness Coach, United Way, Black History Month, Academic Field Trip Approval for ESE and Foreign Language

SAM (Administrator) – Jason McDonald

Evaluations: Clinic Secretary and Front Desk Secretaries

Responsibilities: Testing Coordinator, Quarterly Heads-Up Calendar, Attendance, Saturday School, Clinic, Student Injury Report Forms, Freshmen Orientation, Co-Accreditation, Textbooks, Open House, SAC/School Improvement Plan, Five Star, Sonitrol Back-Up

Dean – Jason Maitland

Responsibilities: A+ Monitor for Discipline Data, Discipline 9-12, Lockers, Student IDs, Parking, Buses, Co-Head At-Risk Program (Attendance, MTSS, PBS, Discipline), Class Meetings at the Beginning of the Year, Journey's Re-Entry Liaison, Sonitrol Back-Up

Guidance Director – Nicola Williams

Responsibilities: Dual Enrollment, ACT/SAT, PSAT/SAT Night, Senior Awards Night

Athletic Director – Zach Robertson

Responsibilities: Administrator for Athletics and Athletic Trainers, Athletic Eligibility Compliance, Athletic Booster Club Liaison, Concessions, Public Relations for Athletics, Citizenship Code Liaison, Field Trips, Fundraisers, Student Dividends, Global School Event Calendar for Athletics, Weekly Update on Athletics

Instructional Coach – Ashley Swander

Responsibilities: A+ Monitor for Reading Data, Instructional Leadership, Literacy Initiatives, Professional Development, Supervisor of the Senior Capstone Project, AR, Reading Liaison, Student Placement in Reading and CAR-PD, CAR-PD, Achieve 3000

Susan Rodenburg

Responsibilities: Newsletter, Skyward Parent Access, School Sign, Website, A+ Money

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Joe Trybus	Principal
Dr. Nicola Williams	Teacher
Leslie Kleeb	Parent
Susan Brown	Teacher
Karen Stapleton	Teacher
Suzanne Barnett	Teacher
Joan Stone	Teacher
Bryan Singer	Teacher
Susan Rodenburg	Education Support Employee
Mickey Kennedy	Student
Pappa Kodzi	Student
Ralph Cain	Business/Community
Sherry Baird	Parent
Barbra Lloyd	Business/Community
Tami Bradley	Parent
Cindy Barson	Parent
Kristi Murphy	Parent
Tom O'Hanlon	Business/Community
Jamie Yasko-Mangum	Parent
Melisa Ayala-Cruz	Teacher
Dr. Jason McDonald	Principal
Tammie Kingsland	Parent

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

For the 2014-2015 school year, Oviedo High School (OHS) had a pass rate of 74 percent on the FSA ELA Reading and Writing 10th grade test, which ranked third in Seminole County. Next, 70 percent of OHS students passed the FSA Algebra I EOC, which ranked second in the district. Also, 76 percent of OHS students passed the NGSSS Biology I EOC, which ranked second in Seminole County.

Finally, U.S. History students at OHS had an 85 percent pass rate on the NGSSS EOC, which ranked second in the county.

Development of this school improvement plan

SAC helped to develop the budget and set the goals.

Preparation of the school's annual budget and plan

In September, SAC met and discussed various options for developing a budget. With an unanimous vote, the funds will be allocated for teacher grants and after school tutoring for FSA Writing, FSA Reading, EOCs, and SAT prep. In addition, school projects will also be considered, provided the projects support the School Improvement Plan.

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

SAC School Improvement funds totaled \$7,056.29. The budget was combined with A+ Funds of \$4,551.91 for a total of \$11,608.20. The total budget was dispersed to teacher requested grants that covered the following items: art supplies, books, classroom supplies, computers, FSA prep material, lab equipment, music equipment, TV/AV projectors, VCRs, etc. with \$1,583.75 remaining.

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:

Name	Title
Swander, Ashley	Instructional Coach
Daniel, Trent	Assistant Principal
Segrest, Erica	Teacher, K-12
Guglielmello, Matthew	Teacher, K-12
Kammeraad, Kate	Teacher, K-12
Boucher, Courtney	Teacher, K-12
Petschel, Amber	Teacher, K-12
Cowgill, Daniel	Teacher, K-12
Miracolo, Rachel	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing, and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content area our students encounter. This emphasis on disciplinary knowledge, paired with critical thinking skills, allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders,

helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

The LLT has been renamed at Oviedo High School. The LLT is the Florida Standards Team and the responsibility of the team is implementation of the school wide literacy Florida Standards as they apply to all content areas. The Florida Standards Team determines the professional development schedule and helps to create the Wednesday's in-services. They also are key speakers and PLC leaders as it applies to each content area's needs with regard to literacy. Daniel Cowgill, in particular, is the Literacy Ambassador and his leadership is instrumental in implementation of DBQs (Document Based Questions) in the major content areas.

OHS is providing reading support through SOAR (Strategy Oriented Academic Reading) and NGCARPD (Next Generation Content Area Reading Professional Development). Students participating in NGCARPD in 9th grade receive reading support embedded within their Biology and World Geography courses. In 10th grade, reading instruction is embedded into their Chemistry and World History classes. The teachers in these content areas have received training on how to provide seamless, explicit reading instruction through their course content.

At Oviedo High School we are utilizing Achieve 3000 in all of our SOAR 9-12 classes, ESOL classes, and NGCARPD classes to improve reading comprehension, vocabulary, and writing. Achieve 3000 provides individualized support by delivering content at the students' instructional level and also exposes them to grade level text. As the students' reading level improves, Achieve 3000 will increase the level of difficulty.

At Oviedo High school we use the Accelerated Reader (AR) program in our English and Reading classes to promote reading outside of the classroom and to provide students with the opportunity to practice using the literacy strategies they are using in the classroom. Rachel Miracolo started a Literary Lions book club. This club provides AR help, book discussion, and community service. Students will be completing DBQ's in science and social studies to improve writing across the disciplines.

The major initiatives include implementation of the Florida Standards, FSA strategies, text complexity, close reading, mini-DBQs, and DBQs in Social Studies, Science, and English.

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

Professional Learning Communities (PLCs) are in their fifth year of implementation at Oviedo High School. Time is given on Wednesdays for PLCs to meet either as a department or as break out content areas depending on the needs of the teachers. In addition, pull out days are given to teachers, so they have time to work in PLCs to analyze data, plan, and collaborate.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools' reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with state and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State University System of Florida, but also out of state. Annually, our district participates in many university job fairs and minority and veteran job fairs. Oviedo High School organizes approximately 30 student observations each semester for students attending the University of Central Florida or the local community colleges. We also are a hub for interns and place student teachers each semester in various subject areas. In addition, our assistant principal, Dr. Daniel, speaks and participates at the University of Central Florida's

workshops and recruited the top three STEM graduates from the school to teach at Oviedo High School for the 2013-2014 school year.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

At Oviedo High School, we offer a structured mentoring program for new teachers and teachers new to Oviedo High School, regardless of their years of experience. The cohort meets before pre-plan begins and reviews the policies and procedures specific to Oviedo High School. During the school year, the cohort meets bi-monthly, and then monthly, to discuss current topics such as discipline, classroom management, progress reports, testing, and Homecoming to name a few agenda items.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year.

Once school begins, these new teachers meet regularly with the teacher who oversees the teacher mentoring program. The meetings occur bi-weekly at the beginning of the year and then monthly as the year progresses. Agendas are determined by the teacher who oversees the teacher mentoring program and by the new teachers' needs. Guest speakers are invited to the meetings to discuss topics such as motivation, state testing, evaluations, and classroom management.

New teachers are also paired with a mentor who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instructional model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

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

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process. All students are tiered by the para-professional and monitored for academic success. In addition, there is an at-risk PLC group that meets twice monthly to discuss at-risk students' progress. All students in English 1 and 2, Algebra 1 and 2, Geometry, Biology, Chemistry, Environmental Science, World History, and U.S. History at Oviedo High School participate in common nine-weeks exams progress monitoring. These results are uploaded into EdInsight where teachers and staff can monitor student progress. Additionally, Biology students take three progress monitoring assessments through Discovery Education to help teachers understand where individual students are weak in the content areas, which allows teachers to provide appropriate support to enable learning gains and a passing score on the Biology EOC for their students. The growth of students is monitored, and intervention is given, in the form of tutoring programs after school and boost camps for the high stakes tests. The administrative team at Oviedo also works with students in NGCARPD in order to improve their reading scores through motivation and tight monitoring of compliance to completing Achieve 3000 and making level gains.

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: 2,500

The Writing Center is located in the Oviedo High School Media Center and is open after school on Tuesdays and Thursdays for an hour throughout the school year. Students make appointments through the Media Center appointment book. The Writing Center is manned with a teacher and students who have been trained to provide writing assistance in support of the FSA Writing assessment. Students bring in writing samples and receive feedback on how to improve through revision and rewriting.

In addition, tutoring is offered after school for FSA Writing, FSA Reading, Biology I EOC, Algebra I EOC, Algebra 2 EOC, Geometry EOC, PSAT/SAT/ACT, and core subjects.

Strategy Rationale

Students in need of assistance require more one-on-one attention. By providing tutoring, students have opportunities for extra help in addition to the regular class time. In addition, the tutoring area also has computers for students who do not have technology at home. This provides another avenue to equalize access for our free and reduced lunch student population.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Daniel, Trent, trent_daniel@scps.k12.fl.us

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

Data will be collected and analyzed by tracking student attendance in the Writing Center. Students who utilize the Writing Center and after school tutoring are tracked to determine if there is an increase in their writing/achievement on classroom, FSA Writing, and EOC exams. In addition, students who received additional tutoring for the Algebra I EOC and Biology I EOC are tracked to determine if the intervention was successful in passing the Algebra I EOC and Biology I EOC. Lower quartile students who attend math and reading tutoring are tracked for attendance in the tutoring sessions. Students who live at Boys Town are tracked through Title I. At-risk students who gain a concordant score through SAT or ACT are tracked individually until graduation.

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

Students considered at risk are placed in a summer transition program from 8th grade to 9th grade. At risk is defined by a GPA lower than 2.0, less than 19 credits, failure of core academic subjects required for promotion, low FCAT scores, high referrals, and/or teacher or administration recommendation. During summer transition, students learn skills specifically geared toward success at Oviedo High School including literacy and social/behavioral expectations. The main positive of the program is students learn Oviedo High School's campus, teachers, and administration in order to

make a smooth transition to high school. These students are tracked for the remainder of high school to determine graduation rate and given interventions as needed depending on their individual needs.

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

Our school promotes academic and career planning by assigning counselors by the student's last name to insure their academic record is being monitored. Counselors meet individually with each student in the 10th -12th grade to discuss career and college options as well as planning course selection to assist students with preparing for post-secondary opportunities. Undecided students are encouraged to participate in career exploration through the ASVAB exam and/or the Bridges program. In addition, the guidance department, with the help of volunteers, maintains a College and Career room for students to obtain resources.

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

Oviedo High School offers a variety of experiences within its Career and Technical Education program. Several vocational learning tracks provide progressive opportunities leading to industry certification and CAPE designation. These programs include: Web Design, Digital Design, Interior Design, Early Childhood Education, and Automotive. Career education offerings at Oviedo High School also include Culinary, Nutrition, Bioscience, and Computer Science programs. Bioscience is of primary importance due to the Orlando area being a bioscience research center both in the medical industry and in the college preparatory programs. An increased emphasis will be placed on exposing more students to programs which prepare them for workforce-based needs. In addition, Oviedo High School has an extensive Advanced Placement Program where 25 subject areas are tested with 1,697 exams given in the 2014-2015 school year. The pass rate is 63% and well above the national average. Students are dually enrolled, however, most students choose to take AP classes on campus prior to dual enrolling due to the rigor and preparation of the AP program. Oviedo High School prepares both types of students to be successful: college and career bound.

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

Today Florida has more than 600 companies that specialize in pharmaceuticals, medical devices, or biotechnology and employ over 26,000 life sciences professionals with an additional 646,000 workers in the health care sector. Florida recognizes that the future of the life sciences industry is intricately linked with research and development (R&D) produced from the academic research base of Florida's 11 public and 29 independent colleges that spent \$814 million on life science research in 2006. As a continuance to the success, centers of excellence and expanded academic programs have emerged in 2009 to include the Max Planck Institute, Scripps Florida, the Torrey Pines Institute for Molecular Studies, the Oregon Health & Science University Vaccine and Gene Therapy Institute, and the Sanford Burnham Prebys Medical Discovery Institute, a 300-person facility located in Orlando that specializes in R&D in obesity, metabolism, diabetes, and heart disease. Oviedo High School works closely with the Sanford Burnham Prebys Medical Discovery Institute and Dr. Robert Borgon to obtain professional staff development, adjust the curriculum to mirror the industry, and to develop a strong pipeline of life science workers of all skill areas.

There are three distinct types of workers needed to sustain the life sciences industry in Florida. The first set of workers is Ph.D. and masters degreed individuals in chemistry, genetics, immunology, molecular biology, biophysics, biomedical engineering, etc. The second set of workers is associates degreed individuals who work as laboratory technicians, manufacturing technicians, and biotechnology lab assistants. The third set of workers is entrepreneurs to operate and further grow Florida's 12 research parks such as Lake Nona Medical City, which is a 650-acre life science R&D

facility.

In response to the \$575 billion dollar United States bioscience industry, with major corporations nested in the Orlando area, Oviedo High School became the home of Seminole County Public Schools' Bioscience Program of Emphasis. The purpose of the Bioscience Program is to prepare students for the flourishing fields within the broad field of bioscience. Bioscience is "the use of compositions, methods and organisms in cellular and molecular research, development and manufacturing processes for such diverse areas as pharmaceuticals, medical therapeutics, medical diagnostics, medical devices, medical instruments, biochemistry, microbiology, veterinary medicine, plant biology, agriculture, and industrial, environmental, and homeland security applications of bioscience, and future developments in the biosciences.

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

Oviedo High School has improved student readiness for the public postsecondary level by focusing on improving the PERT and SAT/ACT scores of our students. In addition, students are counseled on possible technical/vocational careers, college admissions, and scholarship opportunities such as Bright Futures. There exists a strong relationship between Oviedo High School and Seminole State College where students who can not afford to attend a four year college, or want to pursue a vocational education, are given the opportunity locally through dual enrollment or post-graduation enrollment. Finally, students who score below FCAT Level 3 in reading are placed in intensive reading and non-passing English for additional academic intervention and support.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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 all teachers implement effective teaching instruction aligned to the Florida Standards and the Next Generation Sunshine State Standards, then Oviedo High School will increase the integration of effective literacy practices into all classes maintaining the percentage of students proficient in the FSA Reading and Writing assessments and increasing the academic proficiency of Biology I students for the 2015-2016 school year.

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. If all teachers implement effective teaching instruction aligned to the Florida Standards and the Next Generation Sunshine State Standards, then Oviedo High School will increase the integration of effective literacy practices into all classes maintaining the percentage of students proficient in the FSA Reading and Writing assessments and increasing the academic proficiency of Biology I students for the 2015-2016 school year. **1a**

G074435

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
FSA English Language Arts - Achievement	75.4
AMO Reading - SWD	67.0
Discipline incidents	20.0
Bio I EOC Pass	79.0
Highly Qualified Teachers	2.0

Resources Available to Support the Goal **2**

- Professional Learning Communities (PLCs)
- Florida Standards Leadership Team (Previously the Literacy Team)
- Instructional Coach
- Wednesday Professional Development Opportunities
- Cluster Seminole County Instructional Model Training
- Computer Programs that assist in reading and literacy practice (Achieve 3000, Accelerated Reader, USA Test Prep, etc.)
- Professional Development Budget - School Based and Cluster
- English, Reading, Science, and Social Studies PLC pull-outs focusing on literacy
- FSA Training with Kathryn Dixon, Ana Kennedy, and Dr. Nugent
- Teacher observations of other teachers at OHS and other local school sites (40 days)
- Instructional Leaders Team
- Strategy Oriented Academic Reading (SOAR) classes
- Next Generation Content Area Reading Professional Development (NGCARPD) classes
- Marzano's nine high-yield learning strategies

Targeted Barriers to Achieving the Goal **3**

- Lack of teacher knowledge of literacy instruction as it relates to the Florida Standards and alignment to the FSA assessments.
- Lack of teacher knowledge about high-yield instructional strategies as it relates to the Next Generation Sunshine State Standards and alignment to the Biology I EOC exam.

Plan to Monitor Progress Toward G1. 8

Instruction based on sound literacy practice, Marzano's high-yield learning strategies, and feedback from all stakeholders.

Person Responsible

Trent Daniel

Schedule

Daily, from 8/17/2015 to 5/26/2016

Evidence of Completion

Reflection Logs, PLC meeting notes, PD calendar, temporary duty days, administrative walk-throughs

Plan to Monitor Progress Toward G1. 8

Writing FPMAs, teacher written assessments, EdInsight Biology I common 9 weeks exams, Biology Discovery Education progress monitoring assessments.

Person Responsible

Felicia Naidu

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Student achievement data growth on EdInsight, FPMAs, teacher written assessments, EdInsight common 9 weeks exams, Biology Discovery Education progress monitoring assessments.

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 all teachers implement effective teaching instruction aligned to the Florida Standards and the Next Generation Sunshine State Standards, then Oviedo High School will increase the integration of effective literacy practices into all classes maintaining the percentage of students proficient in the FSA Reading and Writing assessments and increasing the academic proficiency of Biology I students for the 2015-2016 school year. **1**

 G074435

G1.B1 Lack of teacher knowledge of literacy instruction as it relates to the Florida Standards and alignment to the FSA assessments. **2**

 B194298

G1.B1.S1 Implement Literacy Instruction Models/strategies such as Document Based Questioning (DBQ) in English, Science, and Social Studies, close reading in all subject areas, increased rigor and complexity, and increased writing to understand content in all subject areas. **4**

 S205853

Strategy Rationale

Additional instruction in literacy, especially providing integration of reading and writing, will assist all students in the FSA Writing and Reading assessments, preparation for college and careers, and student success in understanding content in academic subjects.

Action Step 1 **5**

Support the Writing Center at Oviedo High School.

Person Responsible

Trent Daniel

Schedule

On 5/26/2016

Evidence of Completion

Writing Center Logs, documentation from the Writing Center

Action Step 2 5

Implement a coherent DBQ Project program for 10th Grade World History teachers, so students' essays are graded consistently and with corrective feedback.

Person Responsible

Regina Klaers

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Reflection Logs, temporary duty days, PLC agendas, student work samples

Action Step 3 5

Develop a Professional Development calendar, FPMA/PMA Writing calendar, and PD Plan that supports literacy and writing instruction as it applies to the Florida Standards and the FSA.

Person Responsible

Trent Daniel

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

PD calendar document and FPMA/PMA Writing calendar, EdInsight data, Reflection Logs, PD Plan

Action Step 4 5

Teachers will be given a full day of planning, without students, where they can discuss ways to integrate literacy into the curriculum (PLC time by departments/content areas).

Person Responsible

Matthew Ackley

Schedule

Quarterly, from 8/17/2015 to 5/26/2016

Evidence of Completion

PLC agendas, lesson plan agendas, and curriculum/IPs/learning goals and activities

Action Step 5 5

Monitor support facilitation and student achievement for ESE students who are mainstreamed.

Person Responsible

Felicia Naidu

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

iObservation data, grades in Skyward, FPMA data, monitoring ESE paperwork

Action Step 6 5

Monitor at-risk students to determine their progress toward graduation.

Person Responsible

Trent Daniel

Schedule

Quarterly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Folders with documentation, attendance, GPA, report cards, progress reports, EdInsight data

Action Step 7 5

Monitor discipline data consistently and present data to administrative team on a consistent basis.

Person Responsible

Jason Maitland

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Discipline data from EdInsight to be reviewed at administration meetings

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

Observations of teachers implementation of the literacy instruction models/strategies.

Person Responsible

Joe Trybus

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Walk-through data in iObservation, PLC meeting agendas, Reflection Logs, Writing Center Logs, Instructional Leaders meetings' discussion

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

Student growth data for FSA Reading and Writing assessments.

Person Responsible

Ashley Swander

Schedule

Biweekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Progress monitoring data (PMA) from Edinsight common 9 weeks exams, Write Score, Writing FPMAs/PMAs, DBQs, and PLC-created common assessments

G1.B1.S2 Continue implementation of Support Facilitation in all content areas including: Science, Social Studies, English and Math. 4

 S205854

Strategy Rationale

Currently, the percentage of students involved in support facilitation is within the state's recommended percentage, however FIN suggests that we continue to work on increasing the number of ESE students mainstreamed into classrooms.

Action Step 1 5

ESE and content area teachers will receive training on how to teach in a support facilitation model.

Person Responsible

Felicia Naidu

Schedule

On 8/10/2015

Evidence of Completion

Reflection logs, PD Place documentation

Action Step 2 5

ESE teachers involved in support facilitation will be involved in subject area trainings and PLCs.

Person Responsible

Trent Daniel

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Reflection logs, PD Place documentation

Action Step 3 5

After-school tutoring on Tuesdays and Thursdays in the OHS Media Center with EdInsight data management of grades, attendance, etc.

Person Responsible

Regina Klaers

Schedule

Weekly, from 10/5/2015 to 5/26/2016

Evidence of Completion

Sign In Logs, EdInsight data, MTSS data, Teacher Tutor Paycheck Logs, ESE students' grades who attend tutoring

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

ESE data will be examined on a weekly to monthly schedule depending on the need to determine the fidelity of the program.

Person Responsible

Felicia Naidu

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

ESE student data in EdInsight, Discovery Education, Skyward, MTSS, and tutoring; iObservation data of ESE Support Facilitation teachers, conversations with teachers and students

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Knowledge of Florida Standards and FSA in different content areas for ESE teachers and ESE students as well as an increase of student achievement data on FSA or Discovery Education Biology I PMAs.

Person Responsible

Felicia Naidu


Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

iObservation data, student achievement data on the Florida Standards as it applies to tests, PMAs, DE data, and FSA.

G1.B2 Lack of teacher knowledge about high-yield instructional strategies as it relates to the Next Generation Sunshine State Standards and alignment to the Biology I EOC exam. 2

 B194299

G1.B2.S1 Implement high-yield learning strategies to increase Biology I EOC exam scores. Focus on rigor and complexity to ensure that classroom activities, assessments, and homework are challenging enough to allow students to become proficient in the Biology I standards. 4

 S205855

Strategy Rationale

By incorporating Marzano's nine high-yield strategies in Biology I instruction, along with focusing on rigor and complexity for class and homework, students will have a better grasp of the Biology Next Generation Sunshine State Standards, thus enabling students to achieve higher proficiency levels on the Biology I EOC exam.

Action Step 1 5

The Biology I PLC will identify areas of weakness from the previous year by comparing Biology I EOC data with Biology I Discovery Education Test C data to see if there is a correlation between the two assessments.

Person Responsible

Andrew Morgan

Schedule

On 8/10/2015

Evidence of Completion

PLC notes will be examined to see if the Discovery Education Test C was a true indicator of future success on the Biology I EOC.

Action Step 2 5

The Biology I PLC will work to share lesson plans, high-yield learning strategies, resources, best practices, create common assessments, chart student results from common assessments, and incorporate rigor and complexity in classroom activities, assessments, and homework.

Person Responsible

Andrew Morgan

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Evidence of the creation of common assessments and confirmation of PLC sharing through PLC meeting notes, visual observations, and conversations with Biology I teachers.

Action Step 3 5

The Biology I PLC will share individual student results on classroom, Discovery Education, and EdInsight nine weeks exam assessments to remediate problem areas of struggling students. Additionally, the PLC will track students based on MTSS data to determine what sub-groups need extra support.

Person Responsible

Andrew Morgan

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

MTSS data for subgroups, Discovery Education progress monitoring assessment data, EdInsight common nine weeks exam data

Action Step 4 5

Hire highly qualified Biology I teachers.

Person Responsible

Andrew Morgan

Schedule

On 8/14/2015

Evidence of Completion

Teachers hired to teach Biology I will have their Florida Biology (Grades 6-12) teaching certificate.

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

Consistent administrative walk-throughs, accompanied by meaningful feedback, will be used with teachers to determine how consistently teachers are using high-yield learning strategies in the classroom. Feedback will also note how well teachers are incorporating rigor and complexity into their classroom assignments and assessments.

Person Responsible

Andrew Morgan

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

iObservation teacher evaluation data, conversations with teachers and students

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

Test data from various assessments will be analyzed in the Biology I PLC to see how effective the high-yield learning strategies were. Additionally, teachers with higher student test scores will share with the PLC strategies that worked particularly well with their students.

Person Responsible

Andrew Morgan

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Discovery Education progress monitoring assessments, classroom assessments, EdInsight common 9 weeks exam data

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	Support the Writing Center at Oviedo High School.	Daniel, Trent	8/17/2015	Writing Center Logs, documentation from the Writing Center	5/26/2016 one-time
G1.B1.S2.A1	ESE and content area teachers will receive training on how to teach in a support facilitation model.	Naidu, Felicia	8/10/2015	Reflection logs, PD Place documentation	8/10/2015 one-time
G1.B2.S1.A1	The Biology I PLC will identify areas of weakness from the previous year by comparing Biology I EOC data with Biology I Discovery Education Test C data to see if there is a correlation between the two assessments.	Morgan, Andrew	8/10/2015	PLC notes will be examined to see if the Discovery Education Test C was a true indicator of future success on the Biology I EOC.	8/10/2015 one-time
G1.B1.S1.A2	Implement a coherent DBQ Project program for 10th Grade World History teachers, so students' essays are graded consistently and with corrective feedback.	Klaers, Regina	8/17/2015	Reflection Logs, temporary duty days, PLC agendas, student work samples	5/26/2016 monthly
G1.B1.S2.A2	ESE teachers involved in support facilitation will be involved in subject area trainings and PLCs.	Daniel, Trent	8/17/2015	Reflection logs, PD Place documentation	5/26/2016 monthly
G1.B2.S1.A2	The Biology I PLC will work to share lesson plans, high-yield learning strategies, resources, best practices, create common assessments, chart student results from common assessments, and incorporate rigor and complexity in classroom activities, assessments, and homework.	Morgan, Andrew	8/17/2015	Evidence of the creation of common assessments and confirmation of PLC sharing through PLC meeting notes, visual observations, and conversations with Biology I teachers.	5/26/2016 weekly
G1.B1.S1.A3	Develop a Professional Development calendar, FPMA/PMA Writing calendar, and PD Plan that supports literacy and writing instruction as it applies to the Florida Standards and the FSA.	Daniel, Trent	8/17/2015	PD calendar document and FPMA/PMA Writing calendar, EdInsight data, Reflection Logs, PD Plan	5/26/2016 weekly
G1.B1.S2.A3	After-school tutoring on Tuesdays and Thursdays in the OHS Media Center	Klaers, Regina	10/5/2015	Sign In Logs, EdInsight data, MTSS data, Teacher Tutor Paycheck Logs,	5/26/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	with EdInsight data management of grades, attendance, etc.			ESE students' grades who attend tutoring	
G1.B2.S1.A3	The Biology I PLC will share individual student results on classroom, Discovery Education, and EdInsight nine weeks exam assessments to remediate problem areas of struggling students. Additionally, the PLC will track students based on MTSS data to determine what sub-groups need extra support.	Morgan, Andrew	8/17/2015	MTSS data for subgroups, Discovery Education progress monitoring assessment data, EdInsight common nine weeks exam data	5/26/2016 monthly
G1.B1.S1.A4	Teachers will be given a full day of planning, without students, where they can discuss ways to integrate literacy into the curriculum (PLC time by departments/content areas).	Ackley, Matthew	8/17/2015	PLC agendas, lesson plan agendas, and curriculum/IPs/learning goals and activities	5/26/2016 quarterly
G1.B2.S1.A4	Hire highly qualified Biology I teachers.	Morgan, Andrew	6/1/2015	Teachers hired to teach Biology I will have their Florida Biology (Grades 6-12) teaching certificate.	8/14/2015 one-time
G1.B1.S1.A5	Monitor support facilitation and student achievement for ESE students who are mainstreamed.	Naidu, Felicia	8/17/2015	iObservation data, grades in Skyward, FPMA data, monitoring ESE paperwork	5/26/2016 monthly
G1.B1.S1.A6	Monitor at-risk students to determine their progress toward graduation.	Daniel, Trent	8/17/2015	Folders with documentation, attendance, GPA, report cards, progress reports, EdInsight data	5/26/2016 quarterly
G1.B1.S1.A7	Monitor discipline data consistently and present data to administrative team on a consistent basis.	Maitland, Jason	8/17/2015	Discipline data from EdInsight to be reviewed at administration meetings	5/26/2016 monthly
G1.MA1	Instruction based on sound literacy practice, Marzano's high-yield learning strategies, and feedback from all stakeholders.	Daniel, Trent	8/17/2015	Reflection Logs, PLC meeting notes, PD calendar, temporary duty days, administrative walk-throughs	5/26/2016 daily
G1.MA2	Writing FPMAs, teacher written assessments, EdInsight Biology I common 9 weeks exams, Biology Discovery Education progress monitoring assessments.	Naidu, Felicia	8/17/2015	Student achievement data growth on EdInsight, FPMAs, teacher written assessments, EdInsight common 9 weeks exams, Biology Discovery Education progress monitoring assessments.	5/26/2016 weekly
G1.B1.S1.MA1	Student growth data for FSA Reading and Writing assessments.	Swander, Ashley	8/17/2015	Progress monitoring data (PMA) from Edinsight common 9 weeks exams, Write Score, Writing FPMAs/PMAs, DBQs, and PLC-created common assessments	5/26/2016 biweekly
G1.B1.S1.MA1	Observations of teachers implementation of the literacy instruction models/strategies.	Trybus, Joe	8/17/2015	Walk-through data in iObservation, PLC meeting agendas, Reflection Logs, Writing Center Logs, Instructional Leaders meetings' discussion	5/26/2016 monthly
G1.B2.S1.MA1	Test data from various assessments will be analyzed in the Biology I PLC to see how effective the high-yield learning strategies were. Additionally, teachers with higher student test scores will share with the PLC strategies that worked particularly well with their students.	Morgan, Andrew	8/17/2015	Discovery Education progress monitoring assessments, classroom assessments, EdInsight common 9 weeks exam data	5/26/2016 monthly
G1.B2.S1.MA1	Consistent administrative walk-throughs, accompanied by meaningful feedback, will be used with teachers to determine how consistently teachers are using high-yield learning strategies in the classroom. Feedback will also note how well teachers are incorporating rigor and complexity into	Morgan, Andrew	8/17/2015	iObservation teacher evaluation data, conversations with teachers and students	5/26/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	their classroom assignments and assessments.				
G1.B1.S2.MA1	Knowledge of Florida Standards and FSA in different content areas for ESE teachers and ESE students as well as an increase of student achievement data on FSA or Discovery Education Biology I PMAs.	Naidu, Felicia	8/17/2015	iObservation data, student achievement data on the Florida Standards as it applies to tests, PMAs, DE data, and FSA.	5/26/2016 weekly
G1.B1.S2.MA1	ESE data will be examined on a weekly to monthly schedule depending on the need to determine the fidelity of the program.	Naidu, Felicia	8/17/2015	ESE student data in EdInsight, Discovery Education, Skyward, MTSS, and tutoring; iObservation data of ESE Support Facilitation teachers, conversations with teachers and students	5/26/2016 weekly

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. If all teachers implement effective teaching instruction aligned to the Florida Standards and the Next Generation Sunshine State Standards, then Oviedo High School will increase the integration of effective literacy practices into all classes maintaining the percentage of students proficient in the FSA Reading and Writing assessments and increasing the academic proficiency of Biology I students for the 2015-2016 school year.

G1.B1 Lack of teacher knowledge of literacy instruction as it relates to the Florida Standards and alignment to the FSA assessments.

G1.B1.S1 Implement Literacy Instruction Models/strategies such as Document Based Questioning (DBQ) in English, Science, and Social Studies, close reading in all subject areas, increased rigor and complexity, and increased writing to understand content in all subject areas.

PD Opportunity 1

Support the Writing Center at Oviedo High School.

Facilitator

Dr. Trent Daniel and Amanda Dickson

Participants

All teachers and administrators

Schedule

On 5/26/2016

PD Opportunity 2

Implement a coherent DBQ Project program for 10th Grade World History teachers, so students' essays are graded consistently and with corrective feedback.

Facilitator

Kevin Wainscott and Ilene Haney

Participants

10th grade World History teachers

Schedule

Monthly, from 8/17/2015 to 5/26/2016

PD Opportunity 3

Develop a Professional Development calendar, FPMA/PMA Writing calendar, and PD Plan that supports literacy and writing instruction as it applies to the Florida Standards and the FSA.

Facilitator

Dr. Trent Daniel

Participants

All teachers and administrators

Schedule

Weekly, from 8/17/2015 to 5/26/2016

PD Opportunity 4

Teachers will be given a full day of planning, without students, where they can discuss ways to integrate literacy into the curriculum (PLC time by departments/content areas).

Facilitator

Dr. Trent Daniel

Participants

All teachers

Schedule

Quarterly, from 8/17/2015 to 5/26/2016

PD Opportunity 5

Monitor support facilitation and student achievement for ESE students who are mainstreamed.

Facilitator

Felicia Naidu

Participants

ESE and general education teachers

Schedule

Monthly, from 8/17/2015 to 5/26/2016

PD Opportunity 6

Monitor at-risk students to determine their progress toward graduation.

Facilitator

Regina Klaers

Participants

All teachers and administrators

Schedule

Quarterly, from 8/17/2015 to 5/26/2016

PD Opportunity 7

Monitor discipline data consistently and present data to administrative team on a consistent basis.

Facilitator

Jason Maitland

Participants

All teachers and administrators

Schedule

Monthly, from 8/17/2015 to 5/26/2016

G1.B1.S2 Continue implementation of Support Facilitation in all content areas including: Science, Social Studies, English and Math.

PD Opportunity 1

ESE and content area teachers will receive training on how to teach in a support facilitation model.

Facilitator

Dr. Trent Daniel

Participants

ESE and content area teachers involved in the SF model at OHS.

Schedule

On 8/10/2015

PD Opportunity 2

ESE teachers involved in support facilitation will be involved in subject area trainings and PLCs.

Facilitator

Dr. Trent Daniel

Participants

ESE SF teachers

Schedule

Monthly, from 8/17/2015 to 5/26/2016

G1.B2 Lack of teacher knowledge about high-yield instructional strategies as it relates to the Next Generation Sunshine State Standards and alignment to the Biology I EOC exam.

G1.B2.S1 Implement high-yield learning strategies to increase Biology I EOC exam scores. Focus on rigor and complexity to ensure that classroom activities, assessments, and homework are challenging enough to allow students to become proficient in the Biology I standards.

PD Opportunity 1

The Biology I PLC will identify areas of weakness from the previous year by comparing Biology I EOC data with Biology I Discovery Education Test C data to see if there is a correlation between the two assessments.

Facilitator

Cherie Brinkman

Participants

Biology I teachers and administration

Schedule

On 8/10/2015

PD Opportunity 2

The Biology I PLC will work to share lesson plans, high-yield learning strategies, resources, best practices, create common assessments, chart student results from common assessments, and incorporate rigor and complexity in classroom activities, assessments, and homework.

Facilitator

Cherie Brinkman

Participants

Biology I teachers and administration

Schedule

Weekly, from 8/17/2015 to 5/26/2016

PD Opportunity 3

The Biology I PLC will share individual student results on classroom, Discovery Education, and EdInsight nine weeks exam assessments to remediate problem areas of struggling students. Additionally, the PLC will track students based on MTSS data to determine what sub-groups need extra support.

Facilitator

Cherie Brinkman

Participants

Biology I teachers and administration

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Technical Assistance Items

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

G1. If all teachers implement effective teaching instruction aligned to the Florida Standards and the Next Generation Sunshine State Standards, then Oviedo High School will increase the integration of effective literacy practices into all classes maintaining the percentage of students proficient in the FSA Reading and Writing assessments and increasing the academic proficiency of Biology I students for the 2015-2016 school year.

G1.B1 Lack of teacher knowledge of literacy instruction as it relates to the Florida Standards and alignment to the FSA assessments.

G1.B1.S2 Continue implementation of Support Facilitation in all content areas including: Science, Social Studies, English and Math.

PD Opportunity 1

After-school tutoring on Tuesdays and Thursdays in the OHS Media Center with EdInsight data management of grades, attendance, etc.

Facilitator

Regina Klaers

Participants

ESE students

Schedule

Weekly, from 10/5/2015 to 5/26/2016

Budget

Budget Data						
1	G1.B1.S1.A1	Support the Writing Center at Oviedo High School.				\$0.00
2	G1.B1.S1.A2	Implement a coherent DBQ Project program for 10th Grade World History teachers, so students' essays are graded consistently and with corrective feedback.				\$480.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	140-Substitute Teachers	0421 - Oviedo High School	General Fund		\$480.00
			<i>Notes: Substitute teachers funded by the district office and through professional development funds.</i>			
3	G1.B1.S1.A3	Develop a Professional Development calendar, FPMA/PMA Writing calendar, and PD Plan that supports literacy and writing instruction as it applies to the Florida Standards and the FSA.				\$0.00

Budget Data

4	G1.B1.S1.A4	Teachers will be given a full day of planning, without students, where they can discuss ways to integrate literacy into the curriculum (PLC time by departments/content areas).				\$9,736.66
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	140-Substitute Teachers	0421 - Oviedo High School	General Fund		\$9,736.66
			<i>Notes: Professional Development School Funds and Cluster Funds</i>			
5	G1.B1.S1.A5	Monitor support facilitation and student achievement for ESE students who are mainstreamed.				\$0.00
6	G1.B1.S1.A6	Monitor at-risk students to determine their progress toward graduation.				\$0.00
7	G1.B1.S1.A7	Monitor discipline data consistently and present data to administrative team on a consistent basis.				\$0.00
8	G1.B1.S2.A1	ESE and content area teachers will receive training on how to teach in a support facilitation model.				\$0.00
9	G1.B1.S2.A2	ESE teachers involved in support facilitation will be involved in subject area trainings and PLCs.				\$0.00
10	G1.B1.S2.A3	After-school tutoring on Tuesdays and Thursdays in the OHS Media Center with EdInsight data management of grades, attendance, etc.				\$0.00
11	G1.B2.S1.A1	The Biology I PLC will identify areas of weakness from the previous year by comparing Biology I EOC data with Biology I Discovery Education Test C data to see if there is a correlation between the two assessments.				\$0.00
12	G1.B2.S1.A2	The Biology I PLC will work to share lesson plans, high-yield learning strategies, resources, best practices, create common assessments, chart student results from common assessments, and incorporate rigor and complexity in classroom activities, assessments, and homework.				\$0.00
13	G1.B2.S1.A3	The Biology I PLC will share individual student results on classroom, Discovery Education, and EdInsight nine weeks exam assessments to remediate problem areas of struggling students. Additionally, the PLC will track students based on MTSS data to determine what sub-groups need extra support.				\$0.00
14	G1.B2.S1.A4	Hire highly qualified Biology I teachers.				\$0.00
					Total:	\$10,216.66