

Oviedo High School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	35%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 a monitoring status of "Former F" (see page 4). 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 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Oviedo High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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 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.

b. 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.

2. School Environment

a. 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, ESE, and lower quartile students in English Language Arts and Mathematics. Wednesday in-services are provided on all four sub-groups. Oviedo High School's ELL teachers, Ms. Cuello and Mr. Feliciano, 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. Oviedo High School has fully implemented an ESE Support Facilitation model for instruction. 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, all faculty are encouraged to attend the extracurricular activities of their students to have a better understanding of their students' interests, which will help teachers better connect with their students in the classroom.

b. 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. Faculty also attended a Child Abuse presentation which showed teachers warning signs of abuse and how to contact the state when abuse is suspected. Students should feel safe knowing that all of their teachers are trained to recognize abuse and know how to get the student help if needed.

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.

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.

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.

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, which provides counseling for students with mental health issues. Teachers are given referrals so that they can notify New Horizons of a student who may need counseling. 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 emotional or social issues. On campus twice a week, we have a School Social Worker who calls students down to talk about truancy and issues at home that may be affecting their school attendance. Finally, students are referred to outside services as needed.

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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.

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.

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Trybus, Joe	Principal
Morgan, Andrew	Assistant Principal
Ackley, Matthew	Assistant Principal
McDonald, Jason	Assistant Principal
Maitland, Jason	Dean
Rodenburg, Susan	Administrative Support
Williams, Nicola	School Counselor
Klaers, Regina	Assistant Principal
Cameron, Tanya	Assistant Principal
Jarzynka, Jakob	Dean
Allen, Wes	Teacher, K-12
Ayala-Cruz, Melisa	Instructional Coach

b. Duties

1. 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 --Principal

Departments: Assistant Principals, Dean, Personnel Executive Secretary, and Bookkeeper

Responsibilities: Accountable for Total School Program, Budget and Finances, Instructional Employment and Assessment, Public Information, Community Relations, and Social Media contact

Matt Ackley – Assistant Principal

Departments: Mathematics, Guidance, Credit Recovery, Athletics, Athletic Secretary, Guidance Secretary, FTE Clerk, Records Secretary, Front Office Secretary, and Attendance Secretary/ Substitute Coordinator

Responsibilities: A+ Monitor for Math EOC Data, Lower Quartile-Alg 1/Geom/Alg 2, Master Schedule, FTE/Records, Enrollments, Registrations, Report Cards, Progress Reports, Transcript integrity, Curriculum Guide, Instructional Leaders Meeting Agendas, Foreign Exchange students, Substitutes, Math Initiatives, Academic Field Trip Approval for Math and Guidance

Tanya Cameron – Assistant Principal

Departments: Fine and Performing Arts, World Languages, NJROTC, PE, Discipline, Discipline Secretary, and Security Guards

Responsibilities: A+ At-Risk Monitor/Graduation, Transition, Head of At-Risk Program (Attendance, MTSS, PBS, Discipline), Tutoring, PSAT/SAT School Day (fall), Withdrawals, Drop-Out Prevention, Interns, Mentor Coordinator and New Teachers, Student Activities, Teacher of the Year, Employee of the Year, Rookie Teacher of the Year, 504, AP Testing (May), Cluster Articulation, Black History Month, PBS ? PlayStation IV, Popcorn-Payday Fridays, Academic Field Trip Approval for Fine and Performing Arts, World Languages, NJROTC, and PE

Regina Klaers – Assistant Principal

Departments: Social Studies, Career and Technical Education, Media Center, Technical Executive Secretary, and Network Specialist

Responsibilities: A+ Monitor for U.S. History EOC Data, Lower Quartile-US History, Graduation, Advanced Placement curriculum, CAPE, Technology, Professional Development, Evaluation Process Facilitator, Public Relations, Faculty and Staff Handbook, Student Planner, Exam Bell Schedules, Boost Camps, Pre-Planning Calendar, Accelerated Opportunities for High Schools, Welcome Back Shirts, Academic Field Trip Approval for Social Studies and Career and Technical Education

Dr. Jason McDonald – Assistant Principal

Departments: ESE, ESE Non-Instructional, ESE Secretary, Clinic Secretary

Responsibilities: A+ Monitor for ESE Data, Lower Quartile-ESE, Student Study, Gifted, Teacher Certification, Out-Of-Field Reports, PTSA, SAC/SIP, Principal's Luncheon, Wellness Coach, United Way, Testing Support, Clinic, Student Injury Report, Fire and Code Red Drills, Freshmen Orientation, Open House, 5Essentials Survey, Academic Field Trip Approval for ESE

Drew Morgan – Assistant Principal

Departments: Science, ELA, ESOL, Reading, Instructional Coach, and Custodians

Responsibilities: Principal Designee, A+ Monitor for Biology and ELA, Lower Quartile-ELA and Science, AP Capstone, Bioscience Program of Emphasis, Global Calendar, Summer School, Senior Project, OHS Leadership Academy, Facilities and Use Agreements, Work Orders, Sonitrol, Purchase Order and Check Approval Back Up, Academic Field Trip Approval for Science, ELA, ESOL, and Reading

Jason Maitland – Dean

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

Jakob Jarzynka -- Dean/Athletic Director

Responsibilities: Athletic Director, Testing Coordinator, Athletic Booster Club Liaison, Athletic Trainers, Admin Duty Roster, Citizenship, Fundraisers, Athletic Eligibility, Concessions, Quarterly Heads-up Calendar, Business Partners, Teach-In, Public Relations for Athletics, Daily Update on Athletics, Field Trips (all)

Dr. Nicola Williams -- Guidance Director

Responsibilities: Dual Enrollment, ACT/SAT Coordinator (Saturday testings), PSAT/SAT Night, Senior Awards Night

Melisa Ayala-Cruz -- Instructional Coach

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

Wes Allen – Teacher, Head Football Coach

Responsibilities: Credit Recovery Coordinator, MTSS, Student Dividends

Susan Rodenburg – Technical Executive Secretary

Responsibilities: Newsletter, Skyward Parent Access, SAC Secretary, Website, Twitter, Facebook, A+ Money, Workman's Comp (back up)

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.

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.

2. School Advisory Council (SAC)

a. Membership

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

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
Susan Rodenburg	Education Support Employee
Ralph Cain	Business/Community
Barbra Lloyd	Business/Community
Tami Bradley	Parent
Kristi Murphy	Parent
Tom O'Hanlon	Business/Community
Melisa Ayala-Cruz	Teacher
Dr. Jason McDonald	Education Support Employee
Angela Follrod	Parent
Carrie Delong-Price	Parent
Christine Wydra	Parent
Jerry Speer	Parent
Karen Gibbons	Parent
Kim Lalwani	Parent
Lisa Davidson	Parent
Luci Coker	Parent
Mark Kennedy	Parent
Mike Bosley	Parent
Scott Hickey	Parent
Amanda Dickson	Teacher
Tammie Kingsland	Parent
Maria Davila	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

For the 2015-2016 school year, Oviedo High School (OHS) had a pass rate of 67 percent on the FSA ELA Reading and Writing test, which ranked third in Seminole County. Next, 52 percent of OHS students passed the FSA Algebra I EOC, which ranked second in the district. Sixty-nine percent of OHS students passed the FSA Algebra II EOC, which ranked first in the district. For the FSA Geometry EOC, 67 percent of students obtained a proficient score, which ranked third in the district. Also, 76 percent of OHS students passed the NGSSS Biology I EOC, which ranked third in Seminole

County. Finally, U.S. History students at OHS had an 86 percent pass rate on the NGSSS EOC, which also ranked third in the district.

b. Development of this school improvement plan

SAC helped to develop the budget and set the goals.

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

The SAC funds will be allocated for teacher grants that align with the School Improvement Plan (SIP) with a focus on improving reading, writing, and mathematics instruction in the core content areas. In addition, school projects will also be considered, provided the projects support the SIP.

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

SAC School Improvement funds totaled \$6,437.96. The budget was combined with A+ Funds of \$4,587.46 for a total of \$11,025.42. Part of the budget, \$3,741.04, 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 \$7,284.38 remaining for the 16-17 school year. At the March 28, 2016 SAC meeting, the committee agreed to carry over the remaining SAC/A+ funds to the 16-17 school year to be used on teacher grants and/or school projects that support the SIP.

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

Yes

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

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
Ayala-Cruz, Melisa	Instructional Coach
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
Menta, Rachel	Teacher, K-12
Morgan, Andrew	Assistant Principal
Jenkins, Jessica	Teacher, K-12

b. Duties

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

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.

OHS is providing reading support through SOAR (Strategy Oriented Academic Reading) and NGCARPD (Next Generation Content Area Reading Professional Development). Students participating in NGCARPD receive reading support embedded within their Biology, Chemistry, and U.S. History courses. 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 fluency, 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. English teacher 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 classes to improve writing across the disciplines. Social Studies teacher Jessica Jenkins is the Literacy Ambassador who coordinates the implementation of DBQs in Science and Social Studies classes.

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

D. Public and Collaborative Teaching

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

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

Professional Learning Communities (PLCs) are in their sixth 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.

2. 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 is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. 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. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

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!

3. 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 is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. 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 the SCPS instructional model, room arrangements, and classroom management. The goal of these visits is to provide effective models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

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.

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.

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.

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 MTSS Coordinator 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 I and II, Algebra I and II, Geometry, Biology, Chemistry, Environmental Science, World History, and U.S. History at Oviedo High School participate in common nine-weeks progress monitoring assessments. 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.

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: Extended School Day

Minutes added to school year: 4,000

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, Mu Alpha Theta offers tutoring after school on Tuesdays and Thursdays from 2:30-3:30 for students who need extra support in mathematics.

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

Cameron, Tanya, tanya_cameron@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 ELA assessments and Mathematics 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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, failure of core academic subjects required for promotion, non-proficient scores on FSA assessments, high number of 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 about 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.

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.

Our school promotes academic and career planning by assigning counselors by the student's last name to ensure 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 to prepare them for life after high school.

2. 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 1,708 exams given in the 2015-2016 school year. The pass rate is 66% 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.

3. 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.

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.

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 FSA ELA Level 3 in reading and writing are placed in intensive reading and non-passing English for additional academic intervention and support.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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.

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.** Administrators and teachers will seek to develop appropriate relationships with their students, parents, and each other, and implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth for one year of instruction in ELA and Math courses. Additionally, effective instruction will be used to raise proficiency scores in U.S. History and Biology courses.

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. Administrators and teachers will seek to develop appropriate relationships with their students, parents, and each other, and implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth for one year of instruction in ELA and Math courses. Additionally, effective instruction will be used to raise proficiency scores in U.S. History and Biology courses. **1a**

 G086287

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	72.0
ELA/Reading Lowest 25% Gains	42.0
FSA Mathematics Achievement	71.0
Math Gains	61.0
ELA/Reading Gains	57.0
Math Lowest 25% Gains	58.0
Bio I EOC Pass	82.0
U.S. History EOC Pass	92.0
5Es Score: Ambitious Instruction	60.0

Targeted Barriers to Achieving the Goal **3**

- Limited teacher knowledge of literacy instruction as it relates to the Florida Standards and alignment to the FSA assessments, along with limited teacher knowledge about high-yield instructional strategies as it relates to the Next Generation Sunshine State Standards and alignment to the Biology I and U.S. History EOC exams.
- Limited knowledge about which ELA and FSA Mathematics students are considered to be in the lowest quartile as it relates to student proficiency scores on state assessments. Additionally, there is limited knowledge about Advanced Opportunities students and how they qualify for the designation.

Resources Available to Help Reduce or Eliminate the Barriers **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 literacy 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
- 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

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

Joe Trybus

Schedule

Daily, from 8/10/2016 to 5/26/2017

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 common 9 weeks exams, Biology Discovery Education progress monitoring assessments.

Person Responsible

Andrew Morgan

Schedule

Weekly, from 8/10/2016 to 5/26/2017

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

 = Problem Solving Step  S123456 = Quick Key

G1. Administrators and teachers will seek to develop appropriate relationships with their students, parents, and each other, and implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth for one year of instruction in ELA and Math courses. Additionally, effective instruction will be used to raise proficiency scores in U.S. History and Biology courses. **1**

 G086287

G1.B1 Limited teacher knowledge of literacy instruction as it relates to the Florida Standards and alignment to the FSA assessments, along with limited teacher knowledge about high-yield instructional strategies as it relates to the Next Generation Sunshine State Standards and alignment to the Biology I and U.S. History EOC exams. **2**

 B229272

G1.B1.S1 Implement literacy instructional 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**

 S241778

Strategy Rationale

Additional instruction in literacy, especially providing integration of reading and writing, will assist all students in the FSA ELA 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

Andrew Morgan

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Writing Center Logs, documentation from the Writing Center

Action Step 2 5

Implement a coherent DBQ Project program for World History and U.S. History teachers, so students' essays are graded consistently and with corrective and timely feedback.

Person Responsible

Regina Klaers

Schedule

Monthly, from 8/10/2016 to 5/26/2017

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 assessments.

Person Responsible

Regina Klaers

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Jason McDonald

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

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

Action Step 5 5

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

Person Responsible

Tanya Cameron

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

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

Action Step 6 5

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

Person Responsible

Jason Maitland

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Discipline data from EdInsight to be reviewed at administration meetings

Action Step 7 5

FSA ELA, FSA Math EOC, Biology I, and U.S. History teachers will collectively examine data through PLCs to determine best practices and to share resources to ensure that students are being provided effective instruction enabling students to master the Florida Standards or Next Generation Sunshine State Standards.

Person Responsible

Joe Trybus

Schedule

On 5/26/2017

Evidence of Completion

EdInsight student test data, PLC logs and minutes

Action Step 8 5

The principal will conduct a training designed to educate the ELA Reading, ESOL, and Mathematics teachers about the importance of learning gains and how the gains are calculated for FSA ELA and FSA Mathematics assessments.

Person Responsible

Joe Trybus

Schedule

On 8/31/2016

Evidence of Completion

Learning gain simulation exercise results

Action Step 9 5

The instructional coach will model instruction to ensure that teachers can benefit from observing appropriate instruction based on advanced delivery methods and the use of rigor in the classroom. The coach will work collaboratively with teachers to build an interactive classroom utilizing the SCPS Instructional Model. The coach will work with teachers in identifying appropriate instructional strategies and interventions to improve student achievement for all students. The coach will assist teachers in lesson planning and pacing according to the instructional plan. The coach will work with the ELA assistant principal to review data points to assess student progress toward instructional goals. The coach will analyze data to determine proper placement for students based on FSA scores

Person Responsible

Melisa Ayala-Cruz

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC logs and minutes

Action Step 10 5

The ELA administrator will conduct periodic walkthroughs to ensure that teachers are teaching to the instructional plan and utilizing best practices as determined by the PLC.

Person Responsible

Andrew Morgan

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

iObservation and walkthrough data

Action Step 11 5

All content area teachers will attend the district-sponsored Rigor in the Classroom training during pre-plan and quarterly during teacher workdays.

Person Responsible

Joe Trybus

Schedule

On 8/5/2016

Evidence of Completion

Teacher walkthroughs and data collection by content area administrators

Action Step 12 5

Algebra I teachers will utilize a common planning period to analyze student data, create common assessments, and share best instructional practices that have been shown to increase student achievement.

Person Responsible

Matthew Ackley

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Common assessments, common assessment data, PLC logs and notes

Action Step 13 5

Teachers will attend district professional development trainings and participate in peer observations to better understand how to increase rigor in the classroom and to teach with fidelity to the SCPS Instructional Model.

Person Responsible

Regina Klaers

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PD logs, conference registrations, peer observation notes

Action Step 14 5

Reading teachers will attend a meeting covering the structure of Achieve 3000, instructional plans, MTSS overview, and grading processes.

Person Responsible

Andrew Morgan

Schedule

On 8/10/2016

Evidence of Completion

PD logs and sign-in sheets

Action Step 15 5

Teachers will attend district Professional Learning Network (PLN) for Math to align lessons with instructional plans and the Florida Standards.

Person Responsible

Matthew Ackley

Schedule

On 8/10/2016

Evidence of Completion

PD logs and sign-in sheets, common assessments, common lesson sequencing

Action Step 16 5

Ninth and tenth grade ELA teachers will attend a training on Formative Progress Monitoring Assessments (FPMAs) to understand how the FSA ELA Writing rubric is designed and how to align the ELA instructional plans to lessons in order to increase student proficiency on the FSA ELA assessment.

Person Responsible

Andrew Morgan

Schedule

On 8/10/2016

Evidence of Completion

PD logs and sign-in sheets, lessons aligned with instructional plans

Action Step 17 5

Select Advanced Placement and industry certification teachers will attend professional development trainings/conferences in order to know understand their content deeper in order to increase scores on Advanced Placement and industry certification exams.

Person Responsible

Regina Klaers

Schedule

On 5/26/2017

Evidence of Completion

Registration forms, lessons aligned to standards, student assessment scores

Action Step 18 5

Security will respond promptly to teachers requesting the removal of a disruptive student in order to maintain an environment that is conducive to learning.

Person Responsible

Jason Maitland

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Follow up conversations with teachers, referral rates, frequency of security calls

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

Observations of teachers' implementation of the literacy instructional models/strategies and fidelity to the SCPS Instructional Model.

Person Responsible

Joe Trybus

Schedule

Monthly, from 8/10/2016 to 5/26/2017

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, along with an analysis of common assessments in FSA Math, Biology I, and U.S. History courses.

Person Responsible

Melisa Ayala-Cruz

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

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

S241779

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

Jason McDonald

Schedule

On 8/10/2016

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

Jason McDonald

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Reflection logs, PD Place documentation

Action Step 3 5

ELA administrator will work with the ESE administrator to place the most effective ESE support facilitators in the appropriate classes to promote learning gains for all of our students being served in a support facilitated classroom.

Person Responsible

Andrew Morgan

Schedule

Annually, from 8/10/2016 to 5/26/2017

Evidence of Completion

iObservation data regarding teachers' fidelity to the instructional model, qualitative observations about how knowledgeable support facilitators are in matching exceptional student services with the needs of the student

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

Jason McDonald

Schedule

Monthly, from 8/10/2016 to 5/26/2017

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

Jason McDonald

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

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

G1.B1.S3 Implement high-yield learning strategies to increase Biology I and U.S. History 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 and U.S. History standards. [copy] 4

 S241780

Strategy Rationale

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

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 8/8/2016

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 8/10/2016 to 5/26/2017

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 8/10/2016 to 5/26/2017

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 and teachers.

Person Responsible

Andrew Morgan

Schedule

On 6/1/2016

Evidence of Completion

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

Action Step 5 5

The U.S. History and Biology I PLCs 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. [copy]

Person Responsible

Regina Klaers

Schedule

Monthly, from 8/10/2016 to 5/26/2017

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 and U.S. History teachers.

Action Step 6 5

The U.S. History PLC will share individual student results on classroom 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. [copy]

Person Responsible

Regina Klaers

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

MTSS data for subgroups, EdInsight common nine weeks exam data

Action Step 7 5

Security will respond promptly to teachers requesting the removal of a disruptive student in order to maintain an environment that is conducive to learning. [copy]

Person Responsible

Jason Maitland

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Follow up conversations with teachers, referral rates, frequency of security calls

Plan to Monitor Fidelity of Implementation of G1.B1.S3 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 8/10/2016 to 5/26/2017

Evidence of Completion

iObservation teacher evaluation data, conversations with teachers and students

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Test data from various assessments will be analyzed in the Biology I and U.S. History PLCs to see how effective the high-yield learning strategies were with increasing student performance on assessments. 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 8/10/2016 to 5/26/2017

Evidence of Completion

Discovery Education progress monitoring assessments (Biology I only), classroom assessments, EdInsight common 9 weeks exam data

G1.B2 Limited knowledge about which ELA and FSA Mathematics students are considered to be in the lowest quartile as it relates to student proficiency scores on state assessments. Additionally, there is limited knowledge about Advanced Opportunities students and how they qualify for the designation. 2

B229273

G1.B2.S1 Educate teachers about how school grades are calculated, specifically focusing on learning gains for all students in grades 9 and 10 ELA and Mathematics EOC courses, with an added focus on the learning gains of the lowest 30% of students. Teachers will collaborate to increase Math and ELA LQ gains. 4

S241781

Strategy Rationale

By understanding the importance of getting students to achieve learning gains, teachers will focus on how they can get all of their students to make academic gains. Even if students are not proficient at the end of the year, by focusing on learning gains for all students, teachers will ensure that all students will demonstrate a year's worth of growth in a year's worth of time.

Action Step 1 5

The principal will conduct a training designed to educate the ELA Reading, ESOL, and Mathematics teachers about the importance of learning gains and how the gains are calculated for FSA ELA and FSA Mathematics assessments. [copy]

Person Responsible

Joe Trybus

Schedule

On 8/31/2016

Evidence of Completion

Learning gain simulation exercise results

Action Step 2 5

Assistant Principals will provide their teachers with a list of their students who are in the lowest quartile in terms of achievement for grades 9 and 10 ELA and Mathematics EOC course in order to increase learning gains for the lower 25 percent of students.

Person Responsible

Joe Trybus

Schedule

On 9/1/2016

Evidence of Completion

Emailed lists of lower quartile students from Assistant Principals to teachers

Action Step 3 5

Students will keep track of their own data to see how they are progressing towards mastery of course standards.

Person Responsible

Joe Trybus

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Data chats, learning logs, progress charts

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

Assistant Principals will conduct periodic walkthroughs and have "data chats" with their teachers as it relates to knowing who their lowest quartile students are and what teachers are doing in the classroom to help all of their students demonstrate a year's worth of growth in a year's worth of time.

Person Responsible

Joe Trybus

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Email correspondence, follow-up conversations with Assistant Principals and teachers

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

Teachers and Assistant Principals will review the results of common 9 weeks assessments and other classroom assessments and will monitor the progress of their students as it relates to mastering the content standards.

Person Responsible

Joe Trybus

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Common 9 weeks assessments and other various classroom assessment data

G1.B2.S2 Educate teachers about the Advanced Opportunities designation and which students meet the eligibility criteria. Once identified, students will be scheduled for Honors and/or Advanced Placement course in order to increase AO opportunities for minority and free/reduced lunch students. 4

S241782

Strategy Rationale

By increasing the number of traditionally underserved minority students (African-American, Hispanic, and/or Free and Reduced Lunch status) in advanced courses, students will be exposed to more a more rigorous curriculum, which will increase students' chances of being successful in careers or college after high school.

Action Step 1 5

OHS will educate its teachers about Advanced Opportunities for students and the benefits of placing selected students into more rigorous courses.

Person Responsible

Matthew Ackley

Schedule

On 8/4/2016

Evidence of Completion

Faculty in-service sign in sheets

Action Step 2 5

OHS will tag all students in grades 9-11 as "Advanced Opportunities" if they meet the following criteria: GPA of 3.0 or above OR FCAT Reading 2.0 2014 Level 4 or above OR FSA ELA 2015 or 2016 Level 4 or above OR FCAT Math 2.0 2014 Level 4 or above OR FSA Math/EOC 2015 or 2016 Level 4 or above. For 12th grade students, they will be tagged as "Advanced Opportunities" if they meet the following criteria: GPA of 3.0 or above OR FCAT Reading 2.0 2014 Level 4 or above OR FSA ELA 2015 Level 4 or above OR NGSSS EOC 2.0 2014 Level 4 or above OR FSA Math/EOC 2015 or 2016 Level 4 or above. These students will be scheduled for rigorous Honors, Advanced Placement, and/or courses leading to industry certifications.

Person Responsible

Matthew Ackley

Schedule

On 7/1/2016

Evidence of Completion

District code of "D" will be visible next to students' names in Skyward if they meet the eligibility criteria for Advanced Opportunities.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Check to see if students meeting Advanced Opportunities eligibility criteria are properly marked as such in Skyward.

Person Responsible

Joe Trybus

Schedule

On 8/10/2016

Evidence of Completion

District code of "D" next to students' names in Skyward if they meet Advanced Opportunities criteria

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

After being placed in an advanced course, administrators will check to see how students progressed towards mastery of the standards in the specific course.

Person Responsible

Matthew Ackley

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student grades, EdInsight common assessment scores, classroom assessment scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S3.A4 A312947	Hire highly qualified Biology I and teachers.	Morgan, Andrew	6/1/2016	Teachers hired to teach Biology I will have their Florida Biology (Grades 6-12) teaching certificate.	6/1/2016 one-time
G1.B2.S2.A2 A312955	OHS will tag all students in grades 9-11 as "Advanced Opportunities" if they meet the following...	Ackley, Matthew	7/1/2016	District code of "D" will be visible next to students' names in Skyward if they meet the eligibility criteria for Advanced Opportunities.	7/1/2016 one-time
G1.B2.S2.A1 A312954	OHS will educate its teachers about Advanced Opportunities for students and the benefits of placing...	Ackley, Matthew	8/4/2016	Faculty in-service sign in sheets	8/4/2016 one-time
G1.B1.S1.A11 A312933	All content area teachers will attend the district-sponsored Rigor in the Classroom training during...	Trybus, Joe	8/5/2016	Teacher walkthroughs and data collection by content area administrators	8/5/2016 one-time
G1.B1.S3.A1 A312944	The Biology I PLC will identify areas of weakness from the previous year by comparing Biology I EOC...	Morgan, Andrew	8/8/2016	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.	8/8/2016 one-time
G1.B1.S1.A14 A312936	Reading teachers will attend a meeting covering the structure of Achieve 3000, instructional plans,...	Morgan, Andrew	8/10/2016	PD logs and sign-in sheets	8/10/2016 one-time
G1.B1.S1.A15 A312937	Teachers will attend district Professional Learning Network (PLN) for Math to align lessons with...	Ackley, Matthew	8/10/2016	PD logs and sign-in sheets, common assessments, common lesson sequencing	8/10/2016 one-time
G1.B1.S1.A16 A312938	Ninth and tenth grade ELA teachers will attend a training on Formative Progress Monitoring...	Morgan, Andrew	8/10/2016	PD logs and sign-in sheets, lessons aligned with instructional plans	8/10/2016 one-time
G1.B1.S2.A1 A312941	ESE and content area teachers will receive training on how to teach in a support facilitation model.	McDonald, Jason	8/10/2016	Reflection logs, PD Place documentation	8/10/2016 one-time
G1.B2.S2.MA1 M322597	Check to see if students meeting Advanced Opportunities eligibility criteria are properly marked as...	Trybus, Joe	8/10/2016	District code of "D" next to students' names in Skyward if they meet Advanced Opportunities criteria	8/10/2016 one-time
G1.B1.S1.A8 A312930	The principal will conduct a training designed to educate the ELA Reading, ESOL, and Mathematics...	Trybus, Joe	8/31/2016	Learning gain simulation exercise results	8/31/2016 one-time
G1.B2.S1.A1 A312951	The principal will conduct a training designed to educate the ELA Reading, ESOL, and Mathematics...	Trybus, Joe	8/31/2016	Learning gain simulation exercise results	8/31/2016 one-time
G1.B2.S1.A2 A312952	Assistant Principals will provide their teachers with a list of their students who are in the...	Trybus, Joe	9/1/2016	Emailed lists of lower quartile students from Assistant Principals to teachers	9/1/2016 one-time
G1.MA1 M322598	Instruction based on sound literacy practice, Marzano's high-yield learning strategies, and...	Trybus, Joe	8/10/2016	Reflection Logs, PLC meeting notes, PD calendar, temporary duty days, administrative walk-throughs	5/26/2017 daily
G1.MA2 M322599	Writing FPMAs, teacher written assessments, EdInsight common 9 weeks exams, Biology Discovery...	Morgan, Andrew	8/10/2016	Student achievement data growth on EdInsight, FPMAs, teacher written assessments, EdInsight common 9 weeks exams, Biology Discovery Education progress monitoring assessments.	5/26/2017 weekly
G1.B1.S1.MA1 M322588	Student growth data for FSA Reading and Writing assessments, along with an analysis of common...	Ayala-Cruz, Melisa	8/10/2016	Progress monitoring data (PMA) from Edinsight common 9 weeks exams, Write Score, Writing FPMAs/PMAs, DBQs, and PLC-created common assessments	5/26/2017 biweekly

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Oviedo High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 M322589	Observations of teachers' implementation of the literacy instructional models/strategies and...	Trybus, Joe	8/10/2016	Walk-through data in iObservation, PLC meeting agendas, reflection logs, Writing Center Logs, Instructional Leaders meetings' discussion	5/26/2017 monthly
G1.B1.S1.A1 A312923	Support the Writing Center at Oviedo High School.	Morgan, Andrew	8/10/2016	Writing Center Logs, documentation from the Writing Center	5/26/2017 weekly
G1.B1.S1.A2 A312924	Implement a coherent DBQ Project program for World History and U.S. History teachers, so students'...	Klaers, Regina	8/10/2016	Reflection Logs, temporary duty days, PLC agendas, student work samples	5/26/2017 monthly
G1.B1.S1.A3 A312925	Develop a Professional Development calendar, FPMA/PMA Writing calendar, and PD Plan that supports...	Klaers, Regina	8/10/2016	PD calendar document and FPMA/PMA Writing calendar, EdInsight data, Reflection Logs, PD Plan	5/26/2017 quarterly
G1.B1.S1.A4 A312926	Monitor support facilitation and student achievement for ESE students who are mainstreamed.	McDonald, Jason	8/10/2016	iObservation data, grades in Skyward, FPMA data, monitoring ESE paperwork	5/26/2017 monthly
G1.B1.S1.A5 A312927	Monitor at-risk students to determine their progress toward graduation.	Cameron, Tanya	8/10/2016	Folders with documentation, attendance, GPA, report cards, progress reports, EdInsight data	5/26/2017 monthly
G1.B1.S1.A6 A312928	Monitor discipline data consistently and present data to administrative team on a consistent basis.	Maitland, Jason	8/10/2016	Discipline data from EdInsight to be reviewed at administration meetings	5/26/2017 monthly
G1.B1.S1.A7 A312929	FSA ELA, FSA Math EOC, Biology I, and U.S. History teachers will collectively examine data through...	Trybus, Joe	8/10/2016	EdInsight student test data, PLC logs and minutes	5/26/2017 one-time
G1.B1.S1.A9 A312931	The instructional coach will model instruction to ensure that teachers can benefit from observing...	Ayala-Cruz, Melisa	8/10/2016	PLC logs and minutes	5/26/2017 daily
G1.B1.S1.A10 A312932	The ELA administrator will conduct periodic walkthroughs to ensure that teachers are teaching to...	Morgan, Andrew	8/10/2016	iObservation and walkthrough data	5/26/2017 monthly
G1.B1.S1.A12 A312934	Algebra I teachers will utilize a common planning period to analyze student data, create common...	Ackley, Matthew	8/10/2016	Common assessments, common assessment data, PLC logs and notes	5/26/2017 daily
G1.B1.S1.A13 A312935	Teachers will attend district professional development trainings and participate in peer...	Klaers, Regina	8/10/2016	PD logs, conference registrations, peer observation notes	5/26/2017 quarterly
G1.B1.S1.A17 A312939	Select Advanced Placement and industry certification teachers will attend professional development...	Klaers, Regina	8/10/2016	Registration forms, lessons aligned to standards, student assessment scores	5/26/2017 one-time
G1.B1.S1.A18 A312940	Security will respond promptly to teachers requesting the removal of a disruptive student in order...	Maitland, Jason	8/10/2016	Follow up conversations with teachers, referral rates, frequency of security calls	5/26/2017 daily
G1.B2.S1.MA1 M322594	Teachers and Assistant Principals will review the results of common 9 weeks assessments and other...	Trybus, Joe	8/10/2016	Common 9 weeks assessments and other various classroom assessment data	5/26/2017 monthly
G1.B2.S1.MA1 M322595	Assistant Principals will conduct periodic walkthroughs and have "data chats" with their teachers...	Trybus, Joe	8/10/2016	Email correspondence, follow-up conversations with Assistant Principals and teachers	5/26/2017 quarterly
G1.B2.S1.A3 A312953	Students will keep track of their own data to see how they are progressing towards mastery of...	Trybus, Joe	8/10/2016	Data chats, learning logs, progress charts	5/26/2017 weekly
G1.B1.S2.MA1 M322590	Knowledge of Florida Standards and FSA in different content areas for ESE teachers and ESE students...	McDonald, Jason	8/10/2016	iObservation data, student achievement data on the Florida Standards as it applies to tests, PMAs, DE data, and FSA.	5/26/2017 quarterly
G1.B1.S2.MA1 M322591	ESE data will be examined on a weekly to monthly schedule depending on the need to determine the...	McDonald, Jason	8/10/2016	ESE student data in EdInsight, Discovery Education, Skyward, MTSS, and tutoring; iObservation data of ESE Support Facilitation teachers,	5/26/2017 monthly

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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
				conversations with teachers and students	
G1.B1.S2.A2 A312942	ESE teachers involved in support facilitation will be involved in subject area trainings and PLCs.	McDonald, Jason	8/10/2016	Reflection logs, PD Place documentation	5/26/2017 quarterly
G1.B1.S2.A3 A312943	ELA administrator will work with the ESE administrator to place the most effective ESE support...	Morgan, Andrew	8/10/2016	iObservation data regarding teachers' fidelity to the instructional model, qualitative observations about how knowledgeable support facilitators are in matching exceptional student services with the needs of the student	5/26/2017 annually
G1.B2.S2.MA1 M322596	After being placed in an advanced course, administrators will check to see how students progressed...	Ackley, Matthew	8/10/2016	Student grades, EdInsight common assessment scores, classroom assessment scores	5/26/2017 quarterly
G1.B1.S3.MA1 M322592	Test data from various assessments will be analyzed in the Biology I and U.S. History PLCs to see...	Morgan, Andrew	8/10/2016	Discovery Education progress monitoring assessments (Biology I only), classroom assessments, EdInsight common 9 weeks exam data	5/26/2017 monthly
G1.B1.S3.MA1 M322593	Consistent administrative walk-throughs, accompanied by meaningful feedback, will be used with...	Morgan, Andrew	8/10/2016	iObservation teacher evaluation data, conversations with teachers and students	5/26/2017 weekly
G1.B1.S3.A2 A312945	The Biology I PLC will work to share lesson plans, high-yield learning strategies, resources, best...	Morgan, Andrew	8/10/2016	Evidence of the creation of common assessments and confirmation of PLC sharing through PLC meeting notes, visual observations, and conversations with Biology I teachers.	5/26/2017 weekly
G1.B1.S3.A3 A312946	The Biology I PLC will share individual student results on classroom, Discovery Education, and...	Morgan, Andrew	8/10/2016	MTSS data for subgroups, Discovery Education progress monitoring assessment data, EdInsight common nine weeks exam data	5/26/2017 monthly
G1.B1.S3.A5 A312948	The U.S. History and Biology I PLCs will work to share lesson plans, high-yield learning...	Klaers, Regina	8/10/2016	Evidence of the creation of common assessments and confirmation of PLC sharing through PLC meeting notes, visual observations, and conversations with Biology I and U.S. History teachers.	5/26/2017 monthly
G1.B1.S3.A6 A312949	The U.S. History PLC will share individual student results on classroom and EdInsight nine weeks...	Klaers, Regina	8/10/2016	MTSS data for subgroups, EdInsight common nine weeks exam data	5/26/2017 monthly
G1.B1.S3.A7 A312950	Security will respond promptly to teachers requesting the removal of a disruptive student in order...	Maitland, Jason	8/10/2016	Follow up conversations with teachers, referral rates, frequency of security calls	5/26/2017 daily

V. Professional Development Opportunities

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

G1. Administrators and teachers will seek to develop appropriate relationships with their students, parents, and each other, and implement research-based best practices for standards instruction, including effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year of growth for one year of instruction in ELA and Math courses. Additionally, effective instruction will be used to raise proficiency scores in U.S. History and Biology courses.

G1.B1 Limited teacher knowledge of literacy instruction as it relates to the Florida Standards and alignment to the FSA assessments, along with limited teacher knowledge about high-yield instructional strategies as it relates to the Next Generation Sunshine State Standards and alignment to the Biology I and U.S. History EOC exams.

G1.B1.S1 Implement literacy instructional 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

Implement a coherent DBQ Project program for World History and U.S. History teachers, so students' essays are graded consistently and with corrective and timely feedback.

Facilitator

Jessica Jenkins

Participants

World History and U.S. History teachers

Schedule

Monthly, from 8/10/2016 to 5/26/2017

PD Opportunity 2

FSA ELA, FSA Math EOC, Biology I, and U.S. History teachers will collectively examine data through PLCs to determine best practices and to share resources to ensure that students are being provided effective instruction enabling students to master the Florida Standards or Next Generation Sunshine State Standards.

Facilitator

Drew Morgan, Melisa Ayala-Cruz, Matt Ackley, Regina Klaers

Participants

FSA ELA grades 9 and 10 teachers, FSA Math EOC teachers, Biology I teachers, and U.S. History teachers

Schedule

On 5/26/2017

PD Opportunity 3

The principal will conduct a training designed to educate the ELA Reading, ESOL, and Mathematics teachers about the importance of learning gains and how the gains are calculated for FSA ELA and FSA Mathematics assessments.

Facilitator

Joe Trybus, Drew Morgan, and Matt Ackley

Participants

ELA, Reading, ESOL, Mathematics teachers

Schedule

On 8/31/2016

PD Opportunity 4

All content area teachers will attend the district-sponsored Rigor in the Classroom training during pre-plan and quarterly during teacher workdays.

Facilitator

Seminole County Public Schools

Participants

All content area teachers

Schedule

On 8/5/2016

PD Opportunity 5

Teachers will attend district professional development trainings and participate in peer observations to better understand how to increase rigor in the classroom and to teach with fidelity to the SCPS Instructional Model.

Facilitator

Regina Klaers

Participants

ELA, Math EOC, Biology I, and U.S. History teachers

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

PD Opportunity 6

Reading teachers will attend a meeting covering the structure of Achieve 3000, instructional plans, MTSS overview, and grading processes.

Facilitator

Melisa Ayala-Cruz

Participants

Reading teachers

Schedule

On 8/10/2016

PD Opportunity 7

Teachers will attend district Professional Learning Network (PLN) for Math to align lessons with instructional plans and the Florida Standards.

Facilitator

Seminole County Public Schools

Participants

Mathematics teachers

Schedule

On 8/10/2016

PD Opportunity 8

Ninth and tenth grade ELA teachers will attend a training on Formative Progress Monitoring Assessments (FPMAs) to understand how the FSA ELA Writing rubric is designed and how to align the ELA instructional plans to lessons in order to increase student proficiency on the FSA ELA assessment.

Facilitator

Seminole County Public Schools

Participants

FSA ELA grade 9 and 10 teachers, Reading teachers

Schedule

On 8/10/2016

PD Opportunity 9

Select Advanced Placement and industry certification teachers will attend professional development trainings/conferences in order to know understand their content deeper in order to increase scores on Advanced Placement and industry certification exams.

Facilitator

CollegeBoard and Seminole County Public Schools

Participants

Advanced Placement and industry certification teachers

Schedule

On 5/26/2017

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. Jason McDonald

Participants

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

Schedule

On 8/10/2016

PD Opportunity 2

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

Facilitator

Dr. Jason McDonald

Participants

ESE support facilitated teachers

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

G1.B1.S3 Implement high-yield learning strategies to increase Biology I and U.S. History 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 and U.S. History standards. [copy]

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 and Drew Morgan

Participants

Biology I teachers and administration

Schedule

On 8/8/2016

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 8/10/2016 to 5/26/2017

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 8/10/2016 to 5/26/2017

PD Opportunity 4

The U.S. History and Biology I PLCs 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. [copy]

Facilitator

Jessica Jenkins and Cherie Brinkman

Participants

U.S History teachers and administration

Schedule

Monthly, from 8/10/2016 to 5/26/2017

PD Opportunity 5

The U.S. History PLC will share individual student results on classroom 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. [copy]

Facilitator

Jessica Jenkins

Participants

U.S. History teachers and administration

Schedule

Monthly, from 8/10/2016 to 5/26/2017

G1.B2 Limited knowledge about which ELA and FSA Mathematics students are considered to be in the lowest quartile as it relates to student proficiency scores on state assessments. Additionally, there is limited knowledge about Advanced Opportunities students and how they qualify for the designation.

G1.B2.S1 Educate teachers about how school grades are calculated, specifically focusing on learning gains for all students in grades 9 and 10 ELA and Mathematics EOC courses, with an added focus on the learning gains of the lowest 30% of students. Teachers will collaborate to increase Math and ELA LQ gains.

PD Opportunity 1

The principal will conduct a training designed to educate the ELA Reading, ESOL, and Mathematics teachers about the importance of learning gains and how the gains are calculated for FSA ELA and FSA Mathematics assessments. [copy]

Facilitator

Joe Trybus, Drew Morgan, and Matt Ackley

Participants

ELA, Reading, ESOL, Mathematics teachers

Schedule

On 8/31/2016

G1.B2.S2 Educate teachers about the Advanced Opportunities designation and which students meet the eligibility criteria. Once identified, students will be scheduled for Honors and/or Advanced Placement course in order to increase AO opportunities for minority and free/reduced lunch students.

PD Opportunity 1

OHS will educate its teachers about Advanced Opportunities for students and the benefits of placing selected students into more rigorous courses.

Facilitator

Matt Ackley

Participants

OHS teachers

Schedule

On 8/4/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Support the Writing Center at Oviedo High School.				\$0.00
2	G1.B1.S1.A10	The ELA administrator will conduct periodic walkthroughs to ensure that teachers are teaching to the instructional plan and utilizing best practices as determined by the PLC.				\$0.00
3	G1.B1.S1.A11	All content area teachers will attend the district-sponsored Rigor in the Classroom training during pre-plan and quarterly during teacher workdays.				\$0.00
4	G1.B1.S1.A12	Algebra I teachers will utilize a common planning period to analyze student data, create common assessments, and share best instructional practices that have been shown to increase student achievement.				\$0.00
5	G1.B1.S1.A13	Teachers will attend district professional development trainings and participate in peer observations to better understand how to increase rigor in the classroom and to teach with fidelity to the SCPS Instructional Model.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0421 - Oviedo High School	General Fund		\$3,000.00
6	G1.B1.S1.A14	Reading teachers will attend a meeting covering the structure of Achieve 3000, instructional plans, MTSS overview, and grading processes.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0421 - Oviedo High School	General Fund		\$400.00
7	G1.B1.S1.A15	Teachers will attend district Professional Learning Network (PLN) for Math to align lessons with instructional plans and the Florida Standards.				\$240.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0421 - Oviedo High School	General Fund		\$240.00
8	G1.B1.S1.A16	Ninth and tenth grade ELA teachers will attend a training on Formative Progress Monitoring Assessments (FPMAs) to understand how the FSA ELA Writing rubric is designed and how to align the ELA instructional plans to lessons in order to increase student proficiency on the FSA ELA assessment.				\$880.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0421 - Oviedo High School	General Fund		\$880.00
9	G1.B1.S1.A17	Select Advanced Placement and industry certification teachers will attend professional development trainings/conferences in order to know understand their content deeper in order to increase scores on Advanced Placement and industry certification exams.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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			0421 - Oviedo High School			\$2,000.00
10	G1.B1.S1.A18	Security will respond promptly to teachers requesting the removal of a disruptive student in order to maintain an environment that is conducive to learning.				\$0.00
11	G1.B1.S1.A2	Implement a coherent DBQ Project program for World History and U.S. History teachers, so students' essays are graded consistently and with corrective and timely feedback.				\$480.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0421 - Oviedo High School	General Fund		\$480.00
			Notes: Substitute teachers funded by the district office and through professional development funds.			
12	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 assessments.				\$0.00
13	G1.B1.S1.A4	Monitor support facilitation and student achievement for ESE students who are mainstreamed.				\$0.00
14	G1.B1.S1.A5	Monitor at-risk students to determine their progress toward graduation.				\$0.00
15	G1.B1.S1.A6	Monitor discipline data consistently and present data to administrative team on a consistent basis.				\$0.00
16	G1.B1.S1.A7	FSA ELA, FSA Math EOC, Biology I, and U.S. History teachers will collectively examine data through PLCs to determine best practices and to share resources to ensure that students are being provided effective instruction enabling students to master the Florida Standards or Next Generation Sunshine State Standards.				\$0.00
17	G1.B1.S1.A8	The principal will conduct a training designed to educate the ELA Reading, ESOL, and Mathematics teachers about the importance of learning gains and how the gains are calculated for FSA ELA and FSA Mathematics assessments.				\$0.00
18	G1.B1.S1.A9	The instructional coach will model instruction to ensure that teachers can benefit from observing appropriate instruction based on advanced delivery methods and the use of rigor in the classroom. The coach will work collaboratively with teachers to build an interactive classroom utilizing the SCPS Instructional Model. The coach will work with teachers in identifying appropriate instructional strategies and interventions to improve student achievement for all students. The coach will assist teachers in lesson planning and pacing according to the instructional plan. The coach will work with the ELA assistant principal to review data points to assess student progress toward instructional goals. The coach will analyze data to determine proper placement for students based on FSA scores				\$0.00
19	G1.B1.S2.A1	ESE and content area teachers will receive training on how to teach in a support facilitation model.				\$0.00
20	G1.B1.S2.A2	ESE teachers involved in support facilitation will be involved in subject area trainings and PLCs.				\$0.00
21	G1.B1.S2.A3	ELA administrator will work with the ESE administrator to place the most effective ESE support facilitators in the appropriate classes to promote				\$0.00

		learning gains for all of our students being served in a support facilitated classroom.	
22	G1.B1.S3.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
23	G1.B1.S3.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
24	G1.B1.S3.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
25	G1.B1.S3.A4	Hire highly qualified Biology I and teachers.	\$0.00
26	G1.B1.S3.A5	The U.S. History and Biology I PLCs 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. [copy]	\$0.00
27	G1.B1.S3.A6	The U.S. History PLC will share individual student results on classroom 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. [copy]	\$0.00
28	G1.B1.S3.A7	Security will respond promptly to teachers requesting the removal of a disruptive student in order to maintain an environment that is conducive to learning. [copy]	\$0.00
29	G1.B2.S1.A1	The principal will conduct a training designed to educate the ELA Reading, ESOL, and Mathematics teachers about the importance of learning gains and how the gains are calculated for FSA ELA and FSA Mathematics assessments. [copy]	\$0.00
30	G1.B2.S1.A2	Assistant Principals will provide their teachers with a list of their students who are in the lowest quartile in terms of achievement for grades 9 and 10 ELA and Mathematics EOC course in order to increase learning gains for the lower 25 percent of students.	\$0.00
31	G1.B2.S1.A3	Students will keep track of their own data to see how they are progressing towards mastery of course standards.	\$0.00
32	G1.B2.S2.A1	OHS will educate its teachers about Advanced Opportunities for students and the benefits of placing selected students into more rigorous courses.	\$0.00
33	G1.B2.S2.A2	OHS will tag all students in grades 9-11 as "Advanced Opportunities" if they meet the following criteria: GPA of 3.0 or above OR FCAT Reading 2.0 2014 Level 4 or above OR FSA ELA 2015 or 2016 Level 4 or above OR FCAT Math 2.0 2014 Level 4 or above OR FSA Math/EOC 2015 or 2016 Level 4 or above. For 12th grade students, they will be tagged as "Advanced Opportunities" if they meet the following criteria: GPA of 3.0 or above OR FCAT Reading 2.0 2014 Level 4 or above OR FSA ELA 2015 Level 4 or above OR NGSSS EOC 2.0 2014 Level 4 or above OR FSA Math/EOC 2015 or 2016 Level 4 or above.	\$0.00

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		These students will be scheduled for rigorous Honors, Advanced Placement, and/or courses leading to industry certifications.	
Total:			\$7,000.00