

Orange County Public Schools

# University High



2017-18 Schoolwide Improvement Plan

## University High

2450 COUGAR WAY, Orlando, FL 32817

<https://universityhs.ocps.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	No	69%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	B*	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 Orange 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround Status

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

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

### 2017-18 DA Category and Statuses for University High

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

To lead our students to success with the support and involvement of families and the community.

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

To prepare all students to be college and career ready.

#### 2. School Environment

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

University High School (UHS) makes it a priority to learn about our students' cultures and building relationships not only between students and teachers, but with the school and all of its stakeholders. We do so by creating a culture of trust and understanding. At UHS our faculty, staff, and Administration make it a point to be available while at school, attending events, and within the community. Our partnership with SAC and PTSA allows us the opportunity to hold community wide events and educational offerings to help better serve our community. These events provide us a broader range of access to meet, converse, and share with our students and parents. In addition, our leadership team has provided cultural sensitivity training to better help the development of understanding for the whole student on an individual basis. UHS has incorporated understanding students' cultures and relationship building into our professional development plan for the current school year. At the end of the year we plan on discussing this process in an attempt to increase the productivity of our development plan while being reflective leaders/educators.

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

University High School strives to make all of our students feel safe and respected while they are enrolled at our school. We provide a safe haven for those that out of necessity or desire wish to arrive before school begins, are attending classes during school hours, and for those that stay after school. Our staff actively supervises all students while on campus and has built in a rotation of duty areas for personnel into our supervision plan. It is important to maintain a clean, orderly, and inviting environment to ensure that we have a facility that promotes the best opportunity for learning and discourages any distractions that may adversely affect our student's ability to reach their full potential. To make sure that our facility is as such, we have a staggered schedule for our custodial staff that allows them to operate at maximum capacity in conjunction with our school's needs. Our Facilities Administrator and those that are in direct contact with school cleanliness and safety are in constant communication and converse daily to make sure that we are completing tasks in an efficient manner that assures a safe and respected environment. Most importantly, we model respect for our students, and teach them to show respect for each other. By creating a culture of safety and respect, we are allowing our students the opportunity to maximize their potential in learning.

##### 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.

At University High School we use the ACHIEVE system to aid in minimizing behavioral issues to help keep students engaged during instructional time. The ACHIEVE system is an innovative, evidence-based school effectiveness and improvement program focusing on all students' academic, social, emotional, and behavioral progress and success. As a part of the ACHIEVE process, we set clear expectations and goals in the classrooms for our students that include consequences to their actions. We encourage the students to participate in creating classroom routines so that they "buy in" to the system and have a greater sense of ownership. In addition to ACHIEVE, the leadership team has developed a matrix of practices to deal with disciplinary incidents that mirrors the district template to ensure school safety. Our professional development team offers mini sessions to help teachers stay current with their classroom management needs.

**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.**

University High School has a very diverse student population that sometimes requires additional services that go beyond the classroom. At UHS we have strategies that address the needs of all children in the school. Our guidance services team is always ready and available to discuss matters of social-emotional needs in addition to speaking to our students about their academics. All of our counselors are trained in grief counseling and incorporate their understanding in human development to help our students' social-emotional needs. Because of our student population, we provide training for better understanding of our low-achieving and at risk students. Because of the need, UHS has made it a priority to attend to the social-emotional needs of our student by hiring a full time counselor (SAFE coordinator) that not only helps our students with therapy sessions, but also provides resources to those in need. In addition to our SAFE coordinator, UHS has partnered with a mental health organization to provide medical professionals on our campus to better serve our students that have a lack of transportation. For those students that are in need of monitoring and mentoring, we have a program in place that pairs at risk students with an adult mentor to help them navigate through tough decisions and provide encouragement when needed. At the peer level, UHS has the InTeam. The InTeam is a student lead organization that helps needy students while in the classroom. Our InTeam students go class to class with an assigned student and helps them with their academic learning process, and is a peer that they can talk to about any social-emotional issues they could be experiencing.

### 3. Early Warning Systems

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

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

For Attendance- UHS incorporates the deans, assistant principals, and guidance counselors in their own alpha breakdown. There are three monitor groups that consist of a dean, AP, and two guidance counselors. Each team pulls data to monitor student attendance accordingly. Each team is notified by the attendance clerk or attendance dean when a student has poor attendance and steps are taken within the school to help our students. In cases that call for action, the team will work with the attendance clerk, attendance dean, and school assigned social worker to make sure that every student is in compliance with current attendance rules/laws.

One or More Suspensions- Each dean is assigned an alpha group that they are directly responsible for. Within each group, the dean collects and analyzes data collected from our internal systems (SMS and EDW). By assigning a dean to a particular alpha group, the dean gets the opportunity to work with the same students from year to year.

Course Failure in ELA or Math- UHS requires the PLC group in each subject area to meet and

collaborate regarding to discuss the best practices, create common assessments, and analyze data from summative and formative assessments. The key indicators are recognized with in these meetings and also with in the administrative team that looks at data.

Level 1 Score on Statewide, Standardized Assessments in ELA or MATH- Please note that the “Level 1 on Statewide Assessment” indicator is not available because FSA scores have not been released.

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

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	162	178	145	163	648
One or more suspensions	0	0	0	0	0	0	0	0	0	0	85	77	54	30	246
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	314	353	331	162	1160
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	201	147	0	0	348
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	223	217	126	62	628

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

Weekly attendance meetings are held within each alpha group team to monitor and discuss the best practices to assure proper attendance guidelines are followed and incorporate strategies to increase student attendance. We have hired a dedicated attendance clerk that sends notifications to alert each team when a student is exhibiting poor attendance. A leadership team was developed to devote more focus and create solutions to eliminate poor attendance to include a dedicated attendance Dean.

Within each alpha grouping, a dean is working with the rest of the student services team to help with the ACHIEVE program that is a part of our Positive Behavioral Support System. This system focuses on the whole-student and is intended to be a pro-active way to avoid discipline. In addition to the ACHIEVE program, UHS offers a mentoring program that helps at risk students.

A Student that is showing signs of a potential failure of a course in ELA or Math are quickly referred to the MTSS (Multi-Tiered System of Support) team where additional resources are provided to help with struggling students.

Resources may include, tutoring (during school and/or after school), mentoring, SAFE referral, or additional resources that are provided to at-risk students.

## B. Family and Community Engagement

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

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

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

No

**1. PFEP Link**

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

**2. Description**

To increase parental involvement in School Improvement, University High School strives to make communication with parents and families a priority. Communication is the key component to building positive relationships with our student's families. A weekly newsletter is sent to all families to inform them of upcoming events and important information to know. A connect-orange telephone system is used for communicating with all families in a more immediate manner for information or reminders. A weekly newsletter has been created, and used to help provide another resource to our stakeholders in receiving information. As always, we keep an open door policy and are able to talk or meet with all stakeholders to discuss any question, concerns, or celebrations pertaining to our students. With open lines of communication, and an understanding of our community and their culture, we are able to build positive relationships to increase involvement and communicate our school's mission and vision, while keeping parents informed of their student's progress.

**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.**

Our Partners In Education (PIE) program at UHS gives an excellent opportunity for our school and community members to partner for the purpose of securing and utilizing resources to support the school and student achievement. Because finding partners to help better serve our students was important to us, we devoted a PIE coordinator within our leadership team. The PIE coordinator has reached out to our community members and has received resources to help support our efforts with increasing student achievement. Building the partnerships has made our community stronger and increased our ability to provide resources to promote academic growth. We strive to increase our partner membership with every school year.

## C. Effective Leadership

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Carcara, Anne	Principal
Bryant, Paul	Assistant Principal
Nelson, Andrew	Assistant Principal
Roman, Antonio	Assistant Principal
Corn, Frederick	Assistant Principal
Johnson, Eddie	Teacher, K-12
Richardville, Christine	Teacher, K-12
Zwolinski, Jennifer	Administrative Support
Ruff, Wendy	Instructional Coach
Concannon, Adam	Dean
Lambert, Christine	Teacher, ESE
Calderon, Leonardo	Administrative Support
Thenn, Kimbra	Teacher, ESE
Sammet, Thomas	Teacher, ESE
Higginbotham, Christopher	Dean

## b. Duties

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

Anne Carcara, Principal  
Paul Bryant, Assistant Principal  
Wendy Ruff, CRT  
Adam Concannon, Dean  
Christine Lambert, Behavior Specialist  
Eddie Johnson, 9th Grade Literacy Coach  
Christine Richardville, 10th Grade Literacy Coach  
Christopher Higgenbotham, Dean  
Leonardo Calderon, ELL Compliance Teacher  
Andrew Nelson, Assistant Principal  
Chris Corn, Assistant Principal  
Antonio Roman, Assistant Principal  
Thomas Sammet, Staffing Specialist  
Kimbra Thenn, Gifted Specialist  
Jennifer Zwolinski,

Each member of the leadership team is responsible for monitoring various data reports. Deans and ESE Behavioral Specialist work together to develop behavior intervention plans. The SAFE coordinator along with ESE Staffing Specialist, ELL Compliance Teacher, and ESE Inclusion Coach work together with community based social/emotional organizations to provide students and families external support along with school-based crisis intervention with the guidance team. The Inclusion Coach works closely with the ESE Placement Specialist and Facilitation Support Personnel in monitoring the data for early warning signs and academic achievement. There are monthly consultations between faculty and the IEP Manager. Follow up steps are written based on the data reviewed during monthly consultations.

**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.**

All data will be made available via the district’s Instructional Management System and Enterprise Data Warehouse and examined/analyzed in professional development, PLC groups, and within administration meetings on a regular basis. Students in subgroups, as well as the lowest 30%, will be targeted for interventions. Collaborative groups by subject area meet weekly regarding instruction for Tier 1 students as well as interventions needed for Tier 2 and 3 students.

The leadership team meets weekly to discuss the data that is collected and maintains that appropriate funding and the allocation of resources is provided to the target areas based on collected data while conforming with 20 U.S.C. § 6314(b)(1)(J). School funds, Title II and SAI funds are allocated to support students during and after school. The funds are coordinated to pay for faculty, instructional resources, and professional development and after school tutorial sessions.

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

**a. Membership**

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

Name	Stakeholder Group
Juliette Palasi	Education Support Employee
David Palasi	Parent
Rose Powell	Education Support Employee
Maylyn Zembraski	Parent
Gamal Mack	Business/Community
Frank Vassel	Business/Community
Danielle Miller	Teacher
Anne Carcara	Principal
Cynthia D'Andrea	Parent
Christopher Grace	Teacher
Melanie Williams	Parent
Uma Dale	Parent
Elizabeth Dale	Student
Soeman Khedoe	Student
Robert Escada	Parent
Maribel Rivera	Parent
Michele Fernandez	Education Support Employee
Verona Vassell	Business/Community

**b. Duties**

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

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

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

As University High School is always striving for excellence in the way of student education and support, our SAC members helped with a reflection of how well our previous year's improvement plan served our students and stakeholders. As we planned for the current year's SIP, SAC members worked with school personnel to make sure that we are incorporating the ideas for improvement based on an evaluation of last year's SIP while taking into account the needs for the current year.

*b. Development of this school improvement plan*

Members of SAC work closely with school personnel to review data and evidence based research. In addition, input is collected from parents and students through venues such as PTSA monthly meeting, surveys conducted online and student focus groups.

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

SAC members met with members of the Leadership team and were incorporated in the discussion and preparation of the school's annual budget and plan. This gave the opportunity for outside stakeholders to share their perspectives and opinions to help better serve our students and community.

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

Remaining funds in the SIP categorical within the school budget will be used for parent workshops and/or faculty grants.

**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
Carcara, Anne	Principal
Johnson, Eddie	Teacher, K-12
Richardville, Christine	Teacher, K-12
Corn, Frederick	Assistant Principal

**b. Duties**

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

The LLT promotes literacy through content training which includes the science and social studies departments using the Literacy Design Collaborative modules. By incorporating strategies through English, reading and AVID classes that promote authentic literacy, students' academic progress can better be supported.

**D. Public and Collaborative Teaching**

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

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

University High School created a schedule that gave teachers in the same or similar content areas a common planning period, as well as scheduled time at the end of each day which allowed for an easy use of time for attending PLC meetings. In addition to the availability of meeting during the day, UHS follows the district plan for monthly after school meeting times and assigns a member from the Leadership Team to attend the after school PLC meetings to help bring understanding, assure that our mission and vision are present in all aspects, and help answer any questions that teacher may have.

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

Strategies used to recruit and retain highly qualified personnel include:

- \*New teacher mentoring coordinated by the Leadership team with trained faculty mentors
- \*Alternative certification program provided by the district and supported by the Learning Resource Teacher
- \*Opportunity for professional learning

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

Our school's teacher mentoring program is based on the district's induction plan. New teachers are paired with qualified mentor teachers based on course assignment. The Learning Resource Teacher coordinates activities throughout the year and monitors the relationships to ensure that pairings are effective for the new teacher.

## **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.**

University High School's Leadership team works closely with the DPLC team to ensure that all teachers are not only aware of the current Florida standards, but are also following the Florida standards. Using the district's Instructional Management System as a resource, school personnel are able to align curriculum with the current Florida standards and follow the pacing that is suggested for optimum student success.

#### **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.**

Standards based data to progress monitor is provided by the common assessments that are uploaded to UNIFY and provides all school personnel with the opportunity to see student performance within the subjects and standards. Data is collected regularly and is analyzed to ensure that appropriate instruction is given based on levels of assessed understanding supported by specific

data. Students are placed within different levels/tiers and struggling students are referred to the MTSS coordinator to help scaffold the multi-tiered support needed to help them be successful in academic achievement. Students requiring additional support within certain subject areas are placed in additional classes to devote more instructional time to better support their academic ability. Special after school programs are available to targeted students and additional support is provided by way of before, during and after school tutoring.

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

**Strategy:** After School Program

**Minutes added to school year:** 3,480

The implementation of a new bell schedule for the 2017/2018 school year will enable us to provide tutoring and enrichment activities for students every day. SAI funds will be used to pay faculty members an hourly supplement for weekend tutorial sessions. . Meals are offered to students at no additional cost who participate in enrichment as well as transportation.

**Strategy Rationale**

Providing additional support to our students in need with additional time after school allows for increased instructional time and practice.

**Strategy Purpose(s)**

- Enrichment

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

Corn, Frederick, frederick.corn@ocps.net

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

Student attendance to tutoring sessions and increase in student performance in class(es) based on student products.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

University High School actively engages with our neighboring feeder schools to discuss the programs offered and to make students aware of expectations for the next level. Open house and welcoming times are scheduled throughout the year to help communicate important information that will better support the transition of our incoming students of all levels while giving our students and parents the opportunity to meet school personnel and get questions answered.

The use of our Freshman Success class with help with our incoming students to help them acclimate to high school and ensure success.

Guidance support services work closely with vocational programs, colleges, universities, and local businesses to provide options for our outgoing cohorts. In addition to meeting with counselors as a

part of our student exit protocol, a dedicated center (College and Career Center) is provided for all students to gain access to and get knowledge about opportunities for after high school.

## **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.**

The UHS Comprehensive Guidance Plan includes the activities for students' course selections, exploration of collegiate and employment opportunities through small group and large group activities such as college visits, Teach In, scholarship night, and parental outreach through the school website and newsletter.

Our college and career counselor focuses on helping students create goals and to be able to implement these goals. Our master schedule is written to support students who want to take CTE courses both on and off campus as well as enabling students to engage in industry certification courses. Our GT magnet program provides students the opportunities for community partnership.

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

Regardless of whether a course is considered applied or integrated by FDOE definition, faculty at UHS continue to provide examples of content relevancy to students' future directly as well as by providing project/problem based learning opportunities for students to practice academic and 21st century skills for post-secondary and/or employment opportunities. Industry certifications in Vet, Culinary, Digital info Tech, and computer science are earned through our programs.

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

The UHS Comprehensive Guidance Plan contains academic advising strategies designed by the counselors based on data from the High School Feedback Report. UHS has moved forward to apply STEM opportunities with designated classes that offer curriculum which can lead to industry certification. In addition to STEM opportunities, vocational programs are offered throughout the school day at our district partnered sites and on our campus.

### **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.**

Data is analyzed from the pre and post graduate indicators by our guidance services team. Guidance services works closely with members of the leadership team to provide solutions to better support our student population in improving readiness for the public post-secondary level. Partners In Education members offer support and resources to increase student performance in our lacking areas.

Guidance services work closely with the data to increase opportunities not only to our graduating cohort, but all students at all levels. Using the pre-graduate indicator data allows us the ability to form protocols and incorporate a process to work with students at all levels to help increase the probability of favorable performance data for post-graduate indicators. With the addition of our academy talks, we are better able to modify curricular resources to fit the needs of our students at which ever level they are in hopes that they will have all the tools to become college and career ready.

## **II. Needs Assessment**

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

### **A. Problem Identification**

## 1. Data to Support Problem Identification

### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

## 2. Problem Identification Summary

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

## 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.** Teachers and administrators will utilize collaborative planning and reflection through School based PLC's as well as District PLC's (DPLC'S) to plan for and implement lessons that are standards-based to increase student achievement in the Core Areas of Math, Biology, US History, ELA, and high school diplomas. (Division Priority: Accelerate student performance and narrow achievement gaps.)
- G2.** Increase the opportunities for student success in post-secondary institutions and careers by increasing enrollment and performance in Advanced Placement classes, Career and Technical Education, and Industry certifications through the use of standards based instruction. (Division Priority: Accelerate student performance and narrow achievement gaps)

## 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.** Teachers and administrators will utilize collaborative planning and reflection through School based PLC's as well as District PLC's (DPLC'S) to plan for and implement lessons that are standards-based to increase student achievement in the Core Areas of Math, Biology, US History, ELA, and high school diplomas. (Division Priority: Accelerate student performance and narrow achievement gaps.) 1a

G095338

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	96.0
Algebra I EOC Pass Rate	40.0
Geometry EOC Pass Rate	65.0
FSA ELA Achievement	60.0
Bio I EOC Pass	73.0
U.S. History EOC Pass	75.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of rigor within core content classes was concluded after review of school wide data and teacher observation results. In addition, walk-throughs were conducted the first weeks of school to observe instructional strategies practices within the tracked areas. The walk-throughs yielded that the majority of the learning time was spent in direct instruction with low probability of reaching the intended level of rigor intended for the target of proficiency with in the standards.

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

- Through district led training and expectations, our leadership team will provide on-site support in creating instructional strategies that promote standards based learning with increased rigor for better student understanding.

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

Data from culminating tasks from CRMs along with Common assessment data

**Person Responsible**

Anne Carcara

**Schedule**

Every 3 Weeks, from 10/13/2017 to 5/18/2018

**Evidence of Completion**

The data collected will be that of student understanding within content standards based on common assessments created by the PLC to assess understanding within specific content.

**G2.** Increase the opportunities for student success in post-secondary institutions and careers by increasing enrollment and performance in Advanced Placement classes, Career and Technical Education, and Industry certifications through the use of standards based instruction. (Division Priority: Accelerate student performance and narrow achievement gaps) 1a

G095339

**Targets Supported** 1b

Indicator	Annual Target
Advanced coursework completion - H.S.	45.0
CTE Industry Certification Exam Passing Rate	80.0
Postsecondary Enrollments	70.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of rigor, higher order questioning, and use of specific curriculum hinders the student's ability to perform at their highest potential when achieving academic success with the passing of the culminating AP exam.

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

- University High School has allocated additional funds, time, and and material resources to help alter the mode of instruction to increase the AP/CTE/Industry Cert exam pass rate.

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

Data from standards based assessments will be created using College Board questions and reviewed to determine effectiveness of standards based instruction. Industry Certification mock exam data will be collected and monitored to track progress.

**Person Responsible**

Andrew Nelson

**Schedule**

Quarterly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

Teacher created lessons, formative assessments and data from the formative 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.** Teachers and administrators will utilize collaborative planning and reflection through School based PLC's as well as District PLC's (DPLC'S) to plan for and implement lessons that are standards-based to increase student achievement in the Core Areas of Math, Biology, US History, ELA, and high school diplomas. (Division Priority: Accelerate student performance and narrow achievement gaps.) 1

G095338

**G1.B1** Lack of rigor within core content classes was concluded after review of school wide data and teacher observation results. In addition, walk-throughs were conducted the first weeks of school to observe instructional strategies practices within the tracked areas. The walk-throughs yielded that the majority of the learning time was spent in direct instruction with low probability of reaching the intended level of rigor intended for the target of proficiency with in the standards. 2

B256670

**G1.B1.S1** Increase the use of standards based assessments that are created though District Professional Learning Communities in conjunction with the use of district/state resources that provide outlines regarding the standards. The Culminating Tasks and Progress Monitoring Assessments will be uploaded to the digital tool UNIFY so that faculty/administration can view. 4

S271451

### Strategy Rationale

By incorporating and documenting more standards based assessments, UHS will be able to have accurate data for the progress of student academic achievement as it pertains to the Florida State Standards. Having this data will also allow us to know areas of strength in understanding as well as areas of weakness in understanding so that we can better tailor classroom instruction to meet the needs of the students.

### Action Step 1 5

Provide professional development opportunities to help teachers to better understand the process of deconstructing standards to implement lessons and assessments that fully address the intent of the content area in order to increase student achievement.

#### Person Responsible

Anne Carcara

#### Schedule

Monthly, from 8/22/2017 to 5/31/2018

#### Evidence of Completion

iObservation coding.

### Action Step 2 5

Implementation of common standards based assessments and data review

**Person Responsible**

Anne Carcara

**Schedule**

Every 2 Months, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Data from formative assessments and notes from data meetings

### Action Step 3 5

Provide continuous support in the creation, collection, and dis-aggregation of materials and data for standards based common assessments done via PLC groups.

**Person Responsible**

Anne Carcara

**Schedule**

Weekly, from 8/22/2017 to 5/18/2018

**Evidence of Completion**

Reflection logs

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

Administration weekly meetings to discuss and monitor student progress within the school

**Person Responsible**

Anne Carcara

**Schedule**

Weekly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

Weekly agendas along with a the school based monitoring tool will provide evidence as to what was discussed in meetings, as well as teacher feedback to increase instructional strategies.

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

Increase the use of standards based assessments to increase student achievement.

**Person Responsible**

Anne Carcara

**Schedule**

Monthly, from 8/29/2017 to 5/31/2018

***Evidence of Completion***

UNIFY data collection will consist of the common standards based testing that will provide data on areas of strength in understanding and areas of concern that will need to be spiraled back into curriculum to increase proficiency within the standards. As standards are tested, students should have an increasing amount of understanding and show less deficiencies within understanding the content.

**G2.** Increase the opportunities for student success in post-secondary institutions and careers by increasing enrollment and performance in Advanced Placement classes, Career and Technical Education, and Industry certifications through the use of standards based instruction. (Division Priority: Accelerate student performance and narrow achievement gaps) **1**

 G095339

**G2.B1** Lack of rigor, higher order questioning, and use of specific curriculum hinders the student's ability to perform at their highest potential when achieving academic success with the passing of the culminating AP exam. **2**

 B256672

**G2.B1.S1** Use additional resources to incorporate common standards based instructional strategies that are College Board approved to increase student performance. **4**

 S271455

### Strategy Rationale

Utilizing a specific, standards based curricular strategy will help focus instruction on maximizing efficiency and proficiency towards the common goal of passing the standardized AP exam.

### Action Step 1 **5**

Implementation of standards based assessments and data review

#### Person Responsible

Andrew Nelson

#### Schedule

Quarterly, from 8/21/2017 to 5/18/2018

#### Evidence of Completion

Data from formative assessments and notes from data meetings

### Action Step 2 **5**

Providing additional resources

#### Person Responsible

Andrew Nelson

#### Schedule

Semiannually, from 9/4/2017 to 5/18/2018

#### Evidence of Completion

School Budget

**Action Step 3** 5

Increase tutoring hours and provide additional time for enrichment.

**Person Responsible**

Frederick Corn

**Schedule**

Weekly, from 8/28/2017 to 5/21/2018

**Evidence of Completion**

Sign in sheets will show the students that participated and the amount of time that was used.

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

Administrator over AP will have PLC data discussions with teachers. Teachers will share effective instructional methods to increase pass rates. In addition, teachers will visit successful AP teachers in the district to learn effective instructional strategies

**Person Responsible**

Andrew Nelson

**Schedule**

Monthly, from 8/16/2017 to 5/18/2018

**Evidence of Completion**

data reflection logs, PLC agendas, observation reflection logs. Administration will monitor progress of the implementation of effective strategies.

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

Viewing standards based assessment data

**Person Responsible**

Andrew Nelson

**Schedule**

Monthly, from 9/1/2017 to 5/25/2018

**Evidence of Completion**

Student performance will increase and will be represented in course grades.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.MA1 M389069	Data from culminating tasks from CRMs along with Common assessment data	Carcara, Anne	10/13/2017	The data collected will be that of student understanding within content standards based on common assessments created by the PLC to assess understanding within specific content.	5/18/2018 every-3-weeks
G2.MA1 M389072	Data from standards based assessments will be created using College Board questions and reviewed to...	Nelson, Andrew	8/21/2017	Teacher created lessons, formative assessments and data from the formative assessments	5/18/2018 quarterly
G1.B1.S1.MA1 M389068	Administration weekly meetings to discuss and monitor student progress within the school	Carcara, Anne	8/21/2017	Weekly agendas along with a the school based monitoring tool will provide evidence as to what was discussed in meetings, as well as teacher feedback to increase instructional strategies.	5/18/2018 weekly
G1.B1.S1.A3 A363947	Provide continuous support in the creation, collection, and dis-aggregation of materials and data...	Carcara, Anne	8/22/2017	Reflection logs	5/18/2018 weekly
G2.B1.S1.MA1 M389071	Administrator over AP will have PLC data discussions with teachers. Teachers will share effective...	Nelson, Andrew	8/16/2017	data reflection logs, PLC agendas, observation reflection logs. Administration will monitor progress of the implementation of effective strategies.	5/18/2018 monthly
G2.B1.S1.A1 A363952	Implementation of standards based assessments and data review	Nelson, Andrew	8/21/2017	Data from formative assessments and notes from data meetings	5/18/2018 quarterly
G2.B1.S1.A2 A363953	Providing additional resources	Nelson, Andrew	9/4/2017	School Budget	5/18/2018 semiannually
G2.B1.S1.A3 A363954	Increase tutoring hours and provide additional time for enrichment.	Corn, Frederick	8/28/2017	Sign in sheets will show the students that participated and the amount of time that was used.	5/21/2018 weekly
G2.B1.S1.MA1 M389070	Viewing standards based assessment data	Nelson, Andrew	9/1/2017	Student performance will increase and will be represented in course grades.	5/25/2018 monthly
G1.B1.S1.MA1 M389067	Increase the use of standards based assessments to increase student achievement.	Carcara, Anne	8/29/2017	UNIFY data collection will consist of the common standards based testing that will provide data on areas of strength in understanding and areas of concern that will need to be spiraled back into curriculum to increase proficiency within the standards. As standards are tested, students should have an increasing amount of understanding and show less deficiencies within understanding the content.	5/31/2018 monthly
G1.B1.S1.A1 A363945	Provide professional development opportunities to help teachers to better understand the process of...	Carcara, Anne	8/22/2017	iObservation coding.	5/31/2018 monthly
G1.B1.S1.A2 A363946	Implementation of common standards based assessments and data review	Carcara, Anne	8/14/2017	Data from formative assessments and notes from data meetings	5/31/2018 every-2-months

## V. Professional Development Opportunities

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

**G1.** Teachers and administrators will utilize collaborative planning and reflection through School based PLC's as well as District PLC's (DPLC'S) to plan for and implement lessons that are standards-based to increase student achievement in the Core Areas of Math, Biology, US History, ELA, and high school diplomas. (Division Priority: Accelerate student performance and narrow achievement gaps.)

**G1.B1** Lack of rigor within core content classes was concluded after review of school wide data and teacher observation results. In addition, walk-throughs were conducted the first weeks of school to observe instructional strategies practices within the tracked areas. The walk-throughs yielded that the majority of the learning time was spent in direct instruction with low probability of reaching the intended level of rigor intended for the target of proficiency with in the standards.

**G1.B1.S1** Increase the use of standards based assessments that are created though District Professional Learning Communities in conjunction with the use of district/state resources that provide outlines regarding the standards. The Culminating Tasks and Progress Monitoring Assessments will be uploaded to the digital tool UNIFY so that faculty/administration can view.

### PD Opportunity 1

Provide professional development opportunities to help teachers to better understand the process of deconstructing standards to implement lessons and assessments that fully address the intent of the content area in order to increase student achievement.

#### Facilitator

DPLC team

#### Participants

Instructional staff

#### Schedule

Monthly, from 8/22/2017 to 5/31/2018

### PD Opportunity 2

Implementation of common standards based assessments and data review

#### Facilitator

DPLC team

#### Participants

Instructional Staff

#### Schedule

Every 2 Months, from 8/14/2017 to 5/31/2018

### PD Opportunity 3

Provide continuous support in the creation, collection, and dis-aggregation of materials and data for standards based common assessments done via PLC groups.

#### Facilitator

DPLC

#### Participants

Instructional Staff

#### Schedule

Weekly, from 8/22/2017 to 5/18/2018

**G2.** Increase the opportunities for student success in post-secondary institutions and careers by increasing enrollment and performance in Advanced Placement classes, Career and Technical Education, and Industry certifications through the use of standards based instruction. (Division Priority: Accelerate student performance and narrow achievement gaps)

**G2.B1** Lack of rigor, higher order questioning, and use of specific curriculum hinders the student's ability to perform at their highest potential when achieving academic success with the passing of the culminating AP exam.

**G2.B1.S1** Use additional resources to incorporate common standards based instructional strategies that are College Board approved to increase student performance.

### PD Opportunity 1

Implementation of standards based assessments and data review

#### Facilitator

Andrew nelson

#### Participants

AP teachers

#### Schedule

Quarterly, from 8/21/2017 to 5/18/2018

## PD Opportunity 2

Providing additional resources

### **Facilitator**

College Board

### **Participants**

AP teachers

### **Schedule**

Semiannually, from 9/4/2017 to 5/18/2018

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Provide professional development opportunities to help teachers to better understand the process of deconstructing standards to implement lessons and assessments that fully address the intent of the content area in order to increase student achievement.</b>				<b>\$120,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	9800	100-Salaries	1001 - University High	General Fund		\$120,000.00
<i>Notes: Instructional salaries for instructional coaches involved</i>						
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Implementation of common standards based assessments and data review</b>				<b>\$500,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	9800	100-Salaries	1001 - University High	General Fund		\$120,000.00
<i>Notes: Instructional coaches that will support this initiative</i>						
	9800	110-Administrators	1001 - University High	General Fund		\$380,000.00
<i>Notes: Administrative salaries that will be placed in charge of initiative</i>						
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Provide continuous support in the creation, collection, and dis-aggregation of materials and data for standards based common assessments done via PLC groups.</b>				<b>\$300,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	9800	100-Salaries	1001 - University High	General Fund		\$300,000.00
<i>Notes: Salaries for instructional coaches and testing coordinators</i>						
<b>4</b>	<b>G2.B1.S1.A1</b>	<b>Implementation of standards based assessments and data review</b>				<b>\$70,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	9800	110-Administrators	1001 - University High	General Fund		\$70,000.00
<i>Notes: Administrative salary</i>						
<b>5</b>	<b>G2.B1.S1.A2</b>	<b>Providing additional resources</b>				<b>\$150,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	9800	239-Other	1001 - University High	General Fund		\$150,000.00
<i>Notes: AP summer institutes, instructional text, supplemental study guides, tutoring hours, misc. resources</i>						
<b>6</b>	<b>G2.B1.S1.A3</b>	<b>Increase tutoring hours and provide additional time for enrichment.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$1,140,000.00</b>