University High School

2018-19 Schoolwide Improvement Plan

University High School

1000 W RHODE ISLAND AVE, Orange City, FL 32763

http://www.uhstitans.com/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	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 Volusia 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.

Table of Contents

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.

2018-19 DA Category and Statuses for University High School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At University High School we believe in the promise of every student. We are committed to preparing students for success in a rapidly changing world. Together we are a vibrant, close-knit learning community of diverse backgrounds, talent and perspectives.

b. Provide the school's vision statement.

In concurrence with Volusia County's vision statement, "Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society."

2. School Environment

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

* At University High School, our teachers meet with their extended 4th period students every progress report and report card distribution to allow students to touch their data and see if they are on track for graduation. During this meeting the teachers also discuss talking points with the students to help guide them through the school year. The talking points are specific to each grade level, such as GPA conversations with freshmen and SAT and ACT information with Juniors and Seniors.

* At University High School, our teachers recommend students for the next school year's courses and then meet with their guidance counselor to complete the registration process. ESE students are articulated to match ESE support systems to correlate with IEP requirements.

*During the first week of August, students are invited to come to campus and pick up their preliminary schedules, meet teachers/administrators, investigate clubs/activities as well as touring the campus. Cultural awareness is developed through various clubs and activities on campus, such as:
- Latin Dance Club
- Black History Month presentations
- Anime Club
- Equality Club
- Teach One to Lead One

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

The school-based Leadership Team develops processes and procedures intended for all students and staff, in all settings and across campus which promote positive behavior and builds a school community based upon safety and responsibility.

School leadership, along with campus advisors and select teachers, provide effective monitoring of campus throughout the school day.

In an effort to decrease bullying on campus, the school-based Leadership Team approved the implementation of a "Bully Box" for students to report anonymously any bullying activities.

The principal developed five character education motto's to be placed in all classrooms and visible throughout campus as a reminder to our students of character building traits.

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.

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to instruction.

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.

The school offers the following non-violence and anti-drug programs through our Counseling Department :
• Peer Mediation Program
• Crisis Training Program
• Suicide Prevention Program
• Bullying Program
• Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

3. Early Warning Systems

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

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

The University High school's early warning system is used to determine which students require intensive progress monitoring and are determined by priority, such as seniors in danger of not graduating, seniors in danger of not graduating with cohort, and lower 30% of tenth and ninth graders going into FSA testing.

Our list of the early warning indicators used in our system include the following:
•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
•One or more suspensions, whether in school or out of school
•Retentions (one or more)
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	1	3	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	5	5	3	0	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	112	92	52	12	268
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	112	92	52	12	268

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	113	96	54	14	277

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

Intervention strategies employed by University High school to improve the academic performance of students identified by the early warning system include:
PST/RTI
School Counseling services
Mentorships
Tutoring and Office Hours
Learning Strategies/STEPPES/AVID
PERT/ACT Prep
GRADPLAN
Administration Focus attendance groups
Attendance Committee

B. Family and Community Engagement

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

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

Building positive relationships with families is an integral part of University High School:
- University High School utilizes ConnectEd to notify parents and students about upcoming events.
- The school website is updated weekly with upcoming events, testing calendars and teachers individual websites.
- Second period teachers are asked to call all parents to invite them to Open House.
- The School Advisory Council has a table setup at Open House to increase the number of parents involved in our School Advisory Council .
- Guidance Department hosts Financial Aid nights
- Schedule Review Days
- GRAD Plan Student progression cards

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.

The school builds and sustains partnerships with the local community by holding the following events:
- The Finance Academy partners with Launch Credit Union
- STEM partners Embry-Riddle University and University of Central Florida
- Partnership with Stetson University
- Guidance Departments schedules College/University visits
- Community/Business Members are represented on the School Advisory Council
- Guidance department has a computer for parents to access the free and reduced lunch forms and the Florida Healthy Kids program, as well as Parent Portal and Gradebook.
- Sneak Peek for incoming freshmen
-Booster Clubs and Advisory Boards that assist with making connections with the community for school resources

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
Jones, Julian	Principal
DeVito, John	Assistant Principal
Lastowski, William	Teacher, K-12
Marracino, Laura	School Counselor
Peel, Jennifer	Teacher, K-12
Ouellette, Christina	Teacher, K-12
Swanson, Rebecca	Teacher, ESE
Myers, Michael	Teacher, K-12
Fraine, Melissa	Assistant Principal
Berner, Linda	Instructional Coach
Curran, Melissa	Teacher, K-12
Hartman, Larry	Teacher, K-12
Bynum, Jackie	Teacher, K-12
Goode, Mindy	Teacher, K-12
Lubbers, John	Teacher, K-12
Hughes, Jennie	Assistant Principal
McAvoy, Bree	Teacher, K-12
McKenzie, Elizabeth	Teacher, K-12
Ruggiero, Joe	Teacher, K-12
Roman, Orlando	Teacher, K-12
Carter, Ben	Assistant Principal
Middleton , Tara	Teacher, K-12

b. Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.
* Principal - monitors school-wide data and instructional focus
* Assistant Principal of Curriculum - monitors Professional Learning Community work, provides assistance with data analysis and coordinates the school's professional development plan
* Data Assistant Principal - monitors the early warning system reports and makes recommendations for adjustments in the School Improvement Plan
* Literacy Coach - implements professional development for reading and writing in all content areas, provides one-on-one assistance to classroom teachers to improve student achievement, analyzing FAIR, FSA, EOC and Volusia Writes data to determine student placement in appropriate course and coordinates the school-wide literacy plan
* Department Chairs - provide content specific professional development, reviews and provides feedback on the school literacy and school-wide professional development plans

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.

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

The eight step process was used by the school's leadership team and faculty to determine the school's instructional focus based on performance data for 2017-2018. Our areas of focus are increasing graduation rate, standard based instruction, effective PLC's, approve attendance, providing more effective feedback and closing the achievement gap of our ESE subgroup.

Core Professional Learning Communities leaders participated in Professional Learning Community training, where they learned how to set group norms and facilitate data analysis within their Professional Learning Communities. Professional Learning Communities brainstormed all the barriers to learning and identified resources in place that would target the actionable barriers to learning.

Each teacher meets with their extended 4th period students every progress report and report card distribution to allow students to touch their data and see if they are on track for graduation. During this meeting the teachers also discuss talking points with the students to help guide them through the

school year. The talking points are specific to each grade level, such as GPA conversations with freshmen and SAT and ACT information with Juniors and Seniors.

Each teacher has a plan of focus for their subgroups not making learning gains and will discuss and monitor their progress in their Professional Learning Community and department meetings through monthly data chats. University is implementing the co-taught model for instruction to help close the gap. ESE teacher leaders will provide guidance on strategies, interventions and best practices to assist general education teachers to increase the achievement of their identified subgroup.

The Guidance Department monitors at-risk students as well initiates referrals to the Problem Solving Team. Students not meeting adequate progress who are referred to the Problem Solving Team are provided interventions to obtain greater individual student achievement. Student progress is monitored by the Problem Solving Team and if needed, additional screening and/or evaluations are conducted to determine eligibility for additional services. The additional services may be a 504 Plan which is monitored by the Guidance Department or an IEP which is monitored by the ESE Annual Goals Case Manager which provides the teacher with accommodations for individual student success.

University High School is provided

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

The school offers the following non-violence and anti-drug programs through our Counseling Department :

• Peer Mediation Program
• Crisis Training Program
• Suicide Prevention Program
• Bullying Program
• Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes.

Nutrition Programs
The school offers a Food Pantry for students of need and a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Health classes
• Personal Fitness classes

Our school includes the following CTE programs:
• Environmental Resources Academy
• Digital Design Program
• Digital Video Production Program
• Television Production Program
• Applied Robotics Academy
• Engineering Academy
• Finance Academy
• Biomedical Sciences Academy
• Culinary Arts Program
• Gaming & Simulation Academy
• Web Design Program
• Marketing Program
• Diversified Career Technology Program

Job Training
University High School offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Our school offers students Career and Technical Education Programs and Career Academies that prepare students for work and post-secondary education. Programs offer students the opportunity to earn the national industry certification in their specific career cluster. Students are also offered the opportunity to develop leadership skills through identified Career and Technical Student Organizations. Volusia County's career academies have been recognized nationally for excellence. The Ford Fund named Volusia County Schools as a Next Generation Learning Community at the Leadership Level; Volusia is the third district in the country to receive such recognition.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kristen Larsen	Student
Tracey Natriello	Parent
Julian Jones	Principal
Danielle McMann	Teacher
Jessica Herbold	Education Support Employee
Rebecca Swanson	Teacher
Melissa Fraine	Education Support Employee
Melissa Curran	Teacher
Arianna Pearsall	Student
Marla Barto	Business/Community
Gabrriela Fernandez	Parent
Joe Laughlin	Business/Community
Joey Barto	Student
Eric Fraine	Business/Community
Jacquelyn Bynum	Teacher

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

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership then shared results with the faculty, as well as the School Advisory Council.

b. Development of this school improvement plan

In May 2018, assessment data was provided to the School Advisory Council and members suggested improvements for areas of need. In June and August 2018, the leadership team developed areas of focus and those were explained to the School Advisory Council for their feedback. The School Advisory Council feedback is incorporated into the draft of the School Improvement Plan which will be presented for review at the October 2018 meeting. Throughout the school year the School Advisory Council is continually provided with updates on the instructional program at University High School and their feedback is solicited for any modifications throughout the school year.

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

The school's annual budget and plan are shared for input and discussion at the first meeting the School Advisory Council each year. Updates on the school's budget, spending, and progress indicators are shared at monthly School Advisory Council meetings.

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

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support our school improvement goals. Each request is evaluated by the School Advisory Council and voted upon for approval.

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
Berner, Linda	Instructional Coach
DeVito, John	Assistant Principal
Jones, Julian	Principal
Ouellette, Christina	Teacher, K-12
Fraine, Melissa	Assistant Principal
Donlevy, Michael	Teacher, K-12

b. Duties

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

The initiative for the 2018-2019 school year is to provide rigorous literary comprehension and textual analysis in support of the SHIFTS and ELA Core Actions throughout all classrooms to meet the needs of our diverse student needs in all classrooms. The teachers will gain literacy best practices and strategies to use in the classroom for increased student achievement. The Literacy Leadership Team also supports the District Literacy Fair through student projects and contests.

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.

Professional Learning Communities (PLC), consultation and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Professional Learning Communities meet weekly, which allows teachers to review formative and summative assessment data, plan for and adjust their instruction accordingly with in the specified scope of the school improvement plan goal. An administrator will be assigned to a PLC and meet with them the first PLC time of the month for support and guidance. Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. PLC minutes are taken weekly and given to administration for monitoring purposes. The PLC infrastructure also ensure that teachers have the structure and time to provide feedback on their instruction.

The use of a literacy coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet students needs and encouraging the collaborative

process. Instructional Reviews, combined with administrative walk throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The literacy coach works side by side with teachers to enhance instruction.

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

1. New Teacher Programs: District E3 and School-based E3, Individualized PD, mentors, peer classroom visits (Administration and School-based Leadership team)
2. Leadership Opportunities
3. Professional Development (School-based Leadership team)
4. PLC activities
5. Participation in District Job Fair and Recruitment Activities (Administration and School-based Leadership team)
6. Teacher Recognition programs (Administration)

Principal and Administrative Team attend the summer job fair to interview and hire highly qualified potential teachers. The Data and ESE Assistant Principals coordinate the hiring process and utilize department chairs to assist with interviewing effective content teachers. Our efforts to retain highly qualified teachers include: administration and veteran teacher leaders coordinating school orientation, new teacher support group, buddy teachers for first year or new to the school and teacher development through Professional Learning Communities. The Principal makes efforts to retain new highly qualified, effective teachers by periodically celebrating their performance at week one, first quarter, first semester and end of first year milestones. First year teachers are also provided additional support through the district's PAR teacher program.

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

Administration meet monthly with first year teachers to provide professional development on effective teaching practices, as well as address any day-to-day classroom concerns. First year teachers and teachers new to the school are connected to a mentor teacher based on their content and physical location so that the person is readily accessible to them each day. First year teachers are assigned a buddy teacher from another department, to allow for emotional support and health and welfare checks.

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.

All Volusia County public high school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities, and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging and rigorous.

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.

Professional Learning Communities allow teachers to participate in weekly meetings to review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside the literacy coach, create targeted instruction lessons during PLCs. PLCs engage in data walls to monitor standard based instruction, needs, growth, interventions, and mastery. When necessary, PLCs make recommendations for students to be reviewed and assisted by the Problem-Solving Team (PST). Additionally, department meetings are held to review student data and address specific academic and behavioral concerns across the content areas. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of instructional reviews, a literacy coach and school-based Leadership Team to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team meets twice a month to talk about what trends are being seen in the classrooms. This process also provides opportunities to identify exemplary teachers for the purpose of class visits. The literacy coach works side by side with teachers to enhance instruction. The literacy coach diligently completes the coaching cycle to provide maximum support, including the use of specific feedback instruments and modeling of lessons.

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: 4,320

30 minutes a day x 4 days a week x 36 weeks = 4,320 minutes for students to receive instruction in any curriculum area within the lunch period. Students can receive instruction, remediation, opportunities to retake summatives and/or enrichment activities.

Strategy Rationale

We incorporated the thirty minutes a day x four days a week to allow students additional time to demonstrate increased proficiency, which allows an increase in learning gains for the students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Jones, Julian, jfjones@volusia.k12.fl.us

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

Teachers have students sign in and maintain a log of participation. Students who participate in this extended learning have opportunities to demonstrate increased proficiency which may result in a grade change.

Strategy: Extended School Day

Minutes added to school year: 189,000

21 classes x 50 minutes x 5 days a week x 36 weeks = 189,000
The Blended Learning courses of Government and Economics allows for differentiated instruction for students to get the content in both a traditional classroom setting and computer-based setting.

Strategy Rationale

Blended Learning was implemented to satisfy the online graduation requirement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Jones, Julian, jfjones@volusia.k12.fl.us

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

Teachers will analyze their gradebook, progress reports, report cards and the county EOC to determine effectiveness of the strategy.

Strategy: After School Program

Minutes added to school year: 32,400

The extended learning lab is 180 minutes a day x 5 days a week x 36 weeks. Students can receive instruction, remediation and opportunities to complete course forgiveness, which will allow students to complete graduation requirements on time.

Strategy Rationale

To provide an alternative method for students to take advantage of a flexible schedule to complete course forgiveness or original course credit to meet the requirements for graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Jones, Julian, jfjones@volusia.k12.fl.us

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

Daily student sign in sheets, student progress report generated by Compass learning and the teacher log of course completion.

Strategy: Extended School Day

Minutes added to school year: 240

Office hours tutoring program for students needing to pass the Algebra EOC in December.

Strategy Rationale

The students who are required to retake the Algebra EOC may not be currently enrolled in an Algebra course, therefore we provide a review course before the retake. The tutoring is available for any student either enrolled or not enrolled in an Algebra course.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Myers, Michael, mfmyers@volusia.k12.fl.us

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

Sign-in sheets and test scores will provide accountability for the tutoring time.

Strategy: Summer Program

Minutes added to school year: 1,680

8 days x 3.5 hours x 60 = 1,680 minutes for EOC Review for students who did not score a 3 or higher on the Algebra EOC.

Strategy Rationale

The students who are required to retake the Algebra EOC may not be currently enrolled in an Algebra course, therefore we provide a review course before the retake. The tutoring is available for any student either enrolled or not enrolled in an Algebra course.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
DeVito, John, jrdevito@volusia.k12.fl.us

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

The course instructors collect the sign in sheets and participants test scores are compared to their previous EOC score.

Strategy: Summer Program

Minutes added to school year: 6,240

6.5 hours x 4 days x 4 weeks x 60 = 6,240 minutes for the Extended School Year for students who have disabilities in which a break in educational delivery would negatively impact their learning process.

Strategy Rationale

This summer program is designed to continue educational delivery for students who have disabilities, whose educational performance will negatively impacted if the student did not attend year round school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Swanson, Rebecca, raswanso@volusia.k12.fl.us

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

Data is collected by the stakeholders in the IEP meeting who determine the severity of educational impact the student would sustain if he/she was not provided the opportunity to attend extended school year.

Strategy: Extended School Day

Minutes added to school year: 180

3 hours = 180 minutes for Professional Learning Communities to analyze various data, such as FAIR, FSA, nine week district interim, EOCs and classroom assessments.

Strategy Rationale

Weekly PLC meetings are needed to keep the teachers on target with specific student and curricular needs.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Fraine, Melissa, mdfraine@volusia.k12.fl.us

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

Professional Learning Communities will use Data Warehouse and CrossPointe to access student performance on the above mentioned assessments. Gradebook will be utilized to access classroom assessments.

Strategy: Weekend Program

Minutes added to school year: 2,160

3 hours x 6 days x 60 minutes x fall and spring = 2,160 minutes for students to participate in a SAT prep course.

Strategy Rationale

The SAT prep course is designed to help students prepare for the SAT.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fraine, Melissa, mdfraine@volusia.k12.fl.us

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

The course instructors collect the sign in sheet and test scores are compared.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

The transition between middle and high school is improved with the addition of our SSTEPS (Student Success Through Effective Planning Skills) class, Learning Strategies class and utilizing peer counselors.

Vertical articulation with our feeder middle schools will help both the incoming freshmen and the teachers who teach ninth grade to have a better understanding of the skills the incoming freshmen have and the skills they are struggling with. It will also provide a line of communication between the middle school teachers and the high school teachers.

University High School also continues to participate in a staggered start for Freshman one day earlier than their upperclassman peers. During this day, the freshman were provided with orientation, assemblies on expectations, pupil progression, and opportunities to meet their teachers.

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 school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after state testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature. The Counseling Department sponsors a College Day each semester for all students, as well as fall Senior conferences so that students are on target to

graduate. Underclassmen registration process is based on the students' proposed career path and post-secondary needs. Students receive career and college awareness from school visits and/or guest speaker presentations.

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

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events. CTE programs and academies are using Common Core integrated lesson plans based on Project Based Learning experiences. The projects are aligned to real world experiences for students.

CTE Programs
- Environmental Resources Academy
- Digital Design (DreamWeaver, Flash, Photo Shop, Premier, AutoDesk)
- Digital Media (Adobe Certification in Photo Shop)
- Digital Video Production
- TV Production
- Applied Robotics
- Pathways to Engineering
- Finance (Microsoft Certification)
- Bio Med Sciences Academy (Bio Med Technician Certification)
- Culinary Arts (ServSafe Certification)
- Game/Simulation/Animation Digital Design
- Web Design
- Web Development
- Criminal Justice Operations
- Sport, Recreation and Entertainment Marketing
- Marketing
- Diversified Career Technology

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

Students are placed into the correct level of English Language Arts and Mathematics courses based on their previous year achievement data.
Students ready for an accelerated program may register for Advanced Placement courses, or register for Dual Enrollment or Early College courses.
Teachers provide rigorous instruction based on district curriculum maps.
6 Career Academies and 5 CTE career oriented programs provide students with academic experiences that mirror post-secondary plans. Students learn about the academies during the High School Showcase.
SAT prep courses are scheduled on the school campus in the fall and spring, as are college visits for students to meet with specific college representatives here on our campus.
District and state interim assessment data is analyzed by PLCs and administrators and then specific remediation plans are developed for students not making adequate progress in any of their courses.

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 from the High School Feedback Report is available through from 2004-2012 at:
http://data.fldoe.org/readiness/

In response to this data, a variety of strategies have been implemented to prepare high school students for the post secondary level. Specific programs and/or initiatives that are used at the school and district level:

- Advanced Placement (AP)
- Career Academies and Career and Technical Education Classes
- Dual Enrollment
- College Expo
- High School Showcase

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we provide a collaborative and supportive learning environment with standards-aligned and data driven instruction, then student achievement will increase.

Strategic Goals Detail

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

G1. If we provide a collaborative and supportive learning environment with standards-aligned and data driven instruction, then student achievement will increase. 1a

🔍 G100508

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
CELLA Listening/Speaking Proficiency	60.0
CELLA Reading Proficiency	60.0
FSAA ELA Achievement	60.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	50.0
CELLA Writing Proficiency	60.0
FAA Writing Proficiency	60.0
FSAA Mathematics Achievement	65.0
Algebra I EOC Pass Rate	60.0
Geometry EOC Pass Rate	70.0
Bio I EOC Pass	55.0
4-Year Grad Rate (Standard Diploma)	80.0
4-Year Grad Rate (At-Risk)	75.0
College Readiness Mathematics	70.0
College Readiness Reading	70.0
Teachers with advanced degrees	42.0
Effective+ Teachers (Performance Rating)	98.0
Highly Qualified Teachers	98.0
Developing Teachers (Performance Rating)	1.4
Unsatisfactory Teachers (Performance Rating)	0.6
% National Board Certified	6.0
Reading Endorsed	11.0
Attendance rate	95.0
Advanced coursework completion - H.S.	15.0
GPA below 2.0 - H.S.	15.0
ESOL Endorsed	15.0

Targeted Barriers to Achieving the Goal 3

- When we increase collaboration as well as collection and analysis of data, we will have to provide time, support, and training.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Literacy and District Writing Coaches can provide professional development to whole faculty, as well as one-on-one coaching with individual teachers to improve their reading and writing instruction regarding the SHIFTS, ELA core actions, Text-based questioning strategies, feedback, use of rubrics, and data analysis.

- PLCs, Leadership Team, and the Administrative Team can analyze district interim assessment data, review samples of student work each grading period in order to make recommendations to

the principal for instructional adjustments, interventions, and professional development where and when needed.

- ESE consultation teachers provide consultation and support of strategies to implement in the general education core classrooms to assist ESE students academic success.

Plan to Monitor Progress Toward G1. 8

Single-page IPG data/PLC Input forms/Staff surveys/ Data Walls/ data Notebooks/ Titan Targets and Success Criteria

Person Responsible
Melissa Fraine

Schedule
Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion
Teachers are observed providing differentiated instruction, reading and writing instruction, Questioning techniques, giving effective feedback, and writing appropriate intervention plans during classroom walkthroughs, Data walks, VSET observations, and VSET conference discussions.

Plan to Monitor Progress Toward G1. 8

GRADPLAN survey will be conducted to determine if awareness of achievement improved because of the GRADPLAN.

Person Responsible
John DeVito

Schedule
Semiannually, from 9/18/2018 to 5/31/2019

Evidence of Completion
GRADPLAN survey will be conducted to determine if awareness of achievement improved because of the GRADPLAN sessions. The Survey will be provided by the Data office and technical assistance will be offered in the form of coaching and clarification of directions by John Devito. GRADPLAN, student feedback of relevance and effectiveness as well as disseminating stakeholder information should result in increased student performance.

Plan to Monitor Progress Toward G1. `8`

Attendance Data wall/ Attendance Admin team data/ Creed Slip and awards/ Attendance committee findings

Person Responsible

Julian Jones

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Comparison data of quarter attendance to last year and from quarter to quarter will be used to determine the effectiveness of the training based on teacher reporting. Creed Slip Effectiveness will be determined by comparison data from last year quarterly attendance rates as well as quarter to quarter SY 2019. Learning with a goal of staff having demonstrated the implementation of an attendance strategy. Attendance committee members as assigned by the Principal shall report the effectiveness of campus-wide strategies and identify and support students with attendance issues. Data results from administration team attendance project.

Plan to Monitor Progress Toward G1. `8`

PLC Input forms, will be collected each Monday and provided to administration,PLC Products, PLC data walls, Common Assessments, 4 Essential questions evidence

Person Responsible

Melissa Fraine

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC Input forms will be collected each Monday and provided to administration for data comparison. Input provided by the PLC coach will be considered as well as teacher survey responses to determine progress towards our goal. PLC Data Walls will be live and reflective, PLC Products will be tangible

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we provide a collaborative and supportive learning environment with standards-aligned and data driven instruction, then student achievement will increase. `1`

🔑 G100508

G1.B1 When we increase collaboration as well as collection and analysis of data, we will have to provide time, support, and training. `2`

🔑 B271022

G1.B1.S1 Graduation Assurance – Continue to provide structured time at each grading period for teachers and students to discuss the student's present academic progress and academic goals towards graduation to increase the graduation rate. `4`

🔑 S286923

Strategy Rationale

The rationale is to increase student ownership of their academic progress and improve school graduation rate through raising awareness in stakeholder groups.

Action Step 1 `5`

Continue implementation of Graduation Requirements and Direction Plan (GRAD Plan). GRAD Plan will be moved to an extended 4th period to increase effectiveness.

Person Responsible

John DeVito

Schedule

Quarterly, from 9/11/2018 to 5/30/2019

Evidence of Completion

Completed Students Academic progress sheet, PowerPoint presentations, Student Product

Action Step 2 `5`

Use available data to identify students for additional conversation regarding graduation assurance.

Person Responsible

John DeVito

Schedule

Quarterly, from 9/11/2018 to 5/30/2019

Evidence of Completion

Guidance notes and files

Action Step 3 5

Communicate with guardians by providing up-to-date student reports regarding progress towards meeting requirements for graduation.

Person Responsible

John DeVito

Schedule

Quarterly, from 9/18/2018 to 5/31/2019

Evidence of Completion

Comparative Data form Quarter to Quarter collected from Report cards, Connect Ed, Student Progression cards

Action Step 4 5

Continue implementation of Advancement Via Individual Determination (AVID) grades 9-11, add AVID in grade 12.

Person Responsible

Mindy Goode

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

AVID Documentation, Student Participation, School wide Professional Learning

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

Throughout the year, teachers will learn new strategies to increase awareness about graduation requirements and maintain the GRAD plan notebook. Administrative monitoring will allow for reinforcement and support for those teachers implementing it.

Person Responsible

John DeVito

Schedule

Quarterly, from 9/11/2018 to 5/31/2019

Evidence of Completion

Classroom walkthroughs and observation of teacher instruction during the GRAD Plan. Completed Students Academic progress sheet, and visual checks of GRAD plan notebook.

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

Upon the completion of the GRAD plan program graduation rates of previous year and current year will be compared.

Person Responsible

John DeVito

Schedule

Annually, from 9/11/2018 to 5/31/2019

Evidence of Completion

Comparison of previous years graduation rate in comparison the current year plus this years retention rate should provide data points for comparison that directly infer the success of the GRAD plan implementation.

G1.B1.S2 CONTENT AREA/ Standard-based lesson planning – Continue to monitor and provide professional development in designing lessons that include Core Actions/SHIFTS. 4

🔑 S286924

Strategy Rationale

The rationale is to increase the use of rigorous textual comprehension and analysis through understanding of the SHIFTS and Core Actions throughout all classrooms to meet the needs of our diverse student groups.

Action Step 1 5

Ensure all lessons are standard-based, data driven, and include a visible learning target and success criteria.

Person Responsible

Melissa Fraine

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

The one-page IPG will serve as a monitoring tool. Effectiveness will be determined when more than 80% of the staff have been observed implementing the Core Actions as listed on the one-page IPG. 100% of the teachers will post a Titan Target and success criteria, Lesson Plans

Action Step 2 5

Provide training and additional strategies for various learning styles including implementation of Co-Teaching as an instructional delivery model.

Person Responsible

Rebecca Swanson

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Co-Taught classrooms, stakeholder feedback, training attendance, student growth data

Action Step 3 5

Use the Instructional Practice Guide (IPG) to model lesson content, structure, and activities to ensure that the Core actions/SHIFTS are central to the lesson.

Person Responsible

Melissa Fraine

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

IPG Walk-throughs, Data Chart Reflections, ILT Data, PLC Minutes

Action Step 4 5

Use weekly Data Walks as a coaching tool to provide quality feedback to teachers about their instructional practices.

Person Responsible

Melissa Fraine

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Reflection, PLC Grow and Glows Meetings with Coach, Continued PL based on Needs

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

Weekly PLC feedback reports, and weekly data walks will allow administration observable evidence to determine the need for any additional support be it Professional learning, TA guides, or coaching referrals. Administrative walk-throughs, VSET

Person Responsible

Melissa Fraine

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Data Walls, Faculty meeting examples from rooms, Data walk charts, PL record of Attendance, coach Logs

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

Weekly PLC feedback reports, and weekly data walks will allow administration observable evidence to determine the need for any additional support be it Professional learning, TA guides, or coaching referrals.

Person Responsible

Melissa Fraine

Schedule

On 5/31/2019

Evidence of Completion

PLC Feedback Forms, and Data walk forms, Professional growth, Student achievement

G1.B1.S3 EFFECTIVE PLC's – Focus PLC's to have defined roles, effective processes, and use data analysis to drive instruction. 4

🔑 S286925

Strategy Rationale

The rationale is that an effective professional learning community can establish uniform learning activities, analyze learning criteria and data, reflect, modify, and reassess much more effectively together than any one teacher can alone.

Action Step 1 5

Provide training and model effective collaboration to foster collective efficacy among teachers.

Person Responsible

Melissa Fraine

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Record of Attendance, record of participation in weekly PLC collaboration

Action Step 2 5

Refine practice and provide leadership support in PLC's.

Person Responsible

Melissa Fraine

Schedule

Monthly, from 9/4/2018 to 5/31/2019

Evidence of Completion

Administration has a monthly PLC Focus group, Product produced

Action Step 3 `5`

Track and analyze data associated with common assessment items.

Person Responsible

Melissa Fraine

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC Input Forms, Data walls, Data Notebooks, data Downloads

Action Step 4 `5`

Research and design integration of wall-to-wall academies into UHS instructional programs.

Person Responsible

Jennifer Peel

Schedule

Biweekly, from 9/4/2018 to 5/31/2019

Evidence of Completion

Course Pathways, Program of Studies, PowerPoint, Program marketing

Action Step 5 `5`

Research and design integration of Cambridge into UHS instructional programs.

Person Responsible

William Lastowski

Schedule

Biweekly, from 8/21/2018 to 5/31/2019

Evidence of Completion

Completed Master Schedule, Certification, High school Show Case, Course Pathways, Cambridge Program of Studies

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

While providing the instructional staff with professional development on Effective PLCs in stages, Administrative team members will conduct weekly Data checks to seek evidence of effective PLC strategies being used and applied through instruction and remediation.

Person Responsible

Melissa Fraine

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Focus PLC products, Data retrieval, analyzing, data walls, PLC minutes, and tracking student growth will be monitored.

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

The effectiveness of this strategy will be determined by PLC data reports and comparing them previous PLC data. The expectations is that the rate of learning gains will improve as the effectiveness of the PLC becomes more focused on data driven instruction and collaboration is enhanced.

Person Responsible

Melissa Fraine

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

PLC Input forms

G1.B1.S4 Improve Attendance – Reduce chronic absenteeism. [4]

🔑 S286926

Strategy Rationale

The rationale is to decrease the average absenteeism rate missed per student to less than 10 days in order to ensure access to content and instruction throughout all classrooms to meet the needs of our diverse student groups in all content areas.

Action Step 1 [5]

Analyze student attendance data to determine where chronic absences could be prevented.

Person Responsible

Julian Jones

Schedule

Weekly, from 7/9/2018 to 5/31/2019

Evidence of Completion

Power BI reports, Downloads, counselor Notes, Administration record of meetings with students

Action Step 2 [5]

Continue CREED Slips campaign- Each instructor will select four winners to be recognized at the class level. Creed Slips will be collected and Four-weekly winners will be selected for recognition per grade level to receive Administrative recognition. At the end of each quarter all those receive administrative recognition will be invited to a ceremony.

Person Responsible

Julian Jones

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Creed Slips/Awards documented-Video

Action Step 3 `5`

Continue attendance intervention meetings for chronically absent students.

Person Responsible

Julian Jones

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Record of Committee Meetings, Documentation of referral to social worker

Action Step 4 `5`

Continue to implement and clarify teacher interventions for absent students.

Person Responsible

Julian Jones

Schedule

Daily, from 8/13/2018 to 5/31/2019

Evidence of Completion

Parent Contact Log, Mr. Carter contact, Creed, teacher record of attendance

Action Step 5 `5`

Work to Increase Social worker interaction with UHS chronically absent students.

Person Responsible

John DeVito

Schedule

Biweekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Referral Record, social worker documentation of parent contact

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Each week the CREED tickets will be collected and winners acknowledged, biweekly committee meetings, Attendance project for administration weekly updates

Person Responsible

Julian Jones

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

CREED Tickets, Committee notes, social worker log, Teacher contact log, administration project data

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Students/Staff Survey will be conducted in the spring to determine if the Attendance rate was positively influenced by the positive reinforcement provided by the campaign, committees, and projects.

Person Responsible

Julian Jones

Schedule

On 5/7/2019

Evidence of Completion

Survey Data and Attendance Data

V. Professional Development Opportunities

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

G1. If we provide a collaborative and supportive learning environment with standards-aligned and data driven instruction, then student achievement will increase.

G1.B1 When we increase collaboration as well as collection and analysis of data, we will have to provide time, support, and training.

G1.B1.S2 CONTENT AREA/ Standard-based lesson planning – Continue to monitor and provide professional development in designing lessons that include Core Actions/SHIFTS.

PD Opportunity 1

Provide training and additional strategies for various learning styles including implementation of Co-Teaching as an instructional delivery model.

Facilitator

Dr. Jennie Hughes

Participants

Instructional staff

Schedule

Daily, from 8/13/2018 to 5/31/2019

PD Opportunity 2

Use weekly Data Walks as a coaching tool to provide quality feedback to teachers about their instructional practices.

Facilitator

Linda Berner

Participants

All Instructional Staff

Schedule

Weekly, from 8/13/2018 to 5/31/2019

G1.B1.S3 EFFECTIVE PLC's – Focus PLC's to have defined roles, effective processes, and use data analysis to drive instruction.

PD Opportunity 1

Provide training and model effective collaboration to foster collective efficacy among teachers.

Facilitator

Bill Lastowski, Christine Ouellette, Joe Ruggiero

Participants

Instructional Staff

Schedule

Monthly, from 8/13/2018 to 5/31/2019

PD Opportunity 2

Refine practice and provide leadership support in PLC's.

Facilitator

All Administration

Participants

Instructional Staff and administration, Effective PLC professional development will train teachers on the requirements to meet each Monday in their assigned PLC. During their PLC time the teacher will be provided a list of acceptable topics to discuss regarding their student's achievement. After each PLC meeting the completed PLC input form will be submitted to administration as evidence of their discussion and action plan.

Schedule

Monthly, from 9/4/2018 to 5/31/2019

PD Opportunity 3

Research and design integration of wall-to-wall academies into UHS instructional programs.

Facilitator

Jennifer Peel

Participants

CTE PLCs and Elective PLCs

Schedule

Biweekly, from 9/4/2018 to 5/31/2019

G1.B1.S4 Improve Attendance – Reduce chronic absenteeism.

PD Opportunity 1

Continue to implement and clarify teacher interventions for absent students.

Facilitator

Dr. Julian Jones

Participants

All Instructional staff

Schedule

Daily, from 8/13/2018 to 5/31/2019

VI. Technical Assistance Items

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

G1. If we provide a collaborative and supportive learning environment with standards-aligned and data driven instruction, then student achievement will increase.

G1.B1 When we increase collaboration as well as collection and analysis of data, we will have to provide time, support, and training.

G1.B1.S1 Graduation Assurance – Continue to provide structured time at each grading period for teachers and students to discuss the student's present academic progress and academic goals towards graduation to increase the graduation rate.

TA Opportunity 1

Continue implementation of Graduation Requirements and Direction Plan (GRAD Plan). GRAD Plan will be moved to an extended 4th period to increase effectiveness.

Facilitator

John DeVito

Participants

All Instructional Staff

Schedule

Quarterly, from 9/11/2018 to 5/30/2019

TA Opportunity 2

Use available data to identify students for additional conversation regarding graduation assurance.

Facilitator

John Devito

Participants

All Instructional staff, Guidance

Schedule

Quarterly, from 9/11/2018 to 5/30/2019

TA Opportunity 3

Communicate with guardians by providing up-to-date student reports regarding progress towards meeting requirements for graduation.

Facilitator

John DeVito

Participants

All Instructional Staff, Guidance

Schedule

Quarterly, from 9/18/2018 to 5/31/2019

G1.B1.S2 CONTENT AREA/ Standard-based lesson planning – Continue to monitor and provide professional development in designing lessons that include Core Actions/SHIFTS.

TA Opportunity 1

Ensure all lessons are standard-based, data driven, and include a visible learning target and success criteria.

Facilitator

Melissa Fraine

Participants

Entire Faculty

Schedule

Daily, from 8/13/2018 to 5/31/2019

TA Opportunity 2

Use the Instructional Practice Guide (IPG) to model lesson content, structure, and activities to ensure that the Core actions/SHIFTS are central to the lesson.

Facilitator

Linda Berner

Participants

Instructional Staff

Schedule

Weekly, from 8/13/2018 to 5/31/2019

G1.B1.S3 EFFECTIVE PLC's – Focus PLC's to have defined roles, effective processes, and use data analysis to drive instruction.

TA Opportunity 1

Track and analyze data associated with common assessment items.

Facilitator

PLC Facilitator

Participants

Instructional Staff

Schedule

Weekly, from 8/13/2018 to 5/31/2019

TA Opportunity 2

Research and design integration of Cambridge into UHS instructional programs.

Facilitator

Bill Lastowski, Jackie Bynum, Melissa Fraine

Participants

All Instructional Staff

Schedule

Biweekly, from 8/21/2018 to 5/31/2019

G1.B1.S4 Improve Attendance – Reduce chronic absenteeism.

TA Opportunity 1

Analyze student attendance data to determine where chronic absences could be prevented.

Facilitator

Dr. Julian Jones, Mr. Ben Carter

Participants

Attendance Committee, Guidance, Administration Team

Schedule

Weekly, from 7/9/2018 to 5/31/2019

TA Opportunity 2

Continue CREED Slips campaign- Each instructor will select four winners to be recognized at the class level. Creed Slips will be collected and Four-weekly winners will be selected for recognition per grade level to receive Administrative recognition. At the end of each quarter all those receive administrative recognition will be invited to a ceremony.

Facilitator

Dr. Jennie Hughes

Participants

All Stakeholders

Schedule

Weekly, from 8/13/2018 to 5/31/2019

TA Opportunity 3

Continue attendance intervention meetings for chronically absent students.

Facilitator

Ben Carter

Participants

Attendance Committee, Mr. Carter, Guidance

Schedule

Monthly, from 8/13/2018 to 5/31/2019

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S4.MA1 M424601	Students/Staff Survey will be conducted in the spring to determine if the Attendance rate was...	Jones, Julian	4/24/2019	Survey Data and Attendance Data	5/7/2019 one-time
G1.B1.S1.A1 A388558	Continue implementation of Graduation Requirements and Direction Plan (GRAD Plan). GRAD Plan will...	DeVito, John	9/11/2018	Completed Students Academic progress sheet, PowerPoint presentations, Student Product	5/30/2019 quarterly
G1.B1.S1.A2 A388559	Use available data to identify students for additional conversation regarding graduation assurance.	DeVito, John	9/11/2018	Guidance notes and files	5/30/2019 quarterly
G1.MA1 M424603	Single-page IPG data/PLC Input forms/ Staff surveys/ Data Walls/ data Notebooks/ Titan Targets and...	Fraine, Melissa	8/13/2018	Teachers are observed providing differentiated instruction, reading and writing instruction, Questioning techniques, giving effective feedback, and writing appropriate intervention plans during classroom walkthroughs, Data walks, VSET observations, and VSET conference discussions.	5/31/2019 weekly
G1.MA2 M424604	GRADPLAN survey will be conducted to determine if awareness of achievement improved because of the...	DeVito, John	9/18/2018	GRADPLAN survey will be conducted to determine if awareness of achievement improved because of the GRADPLAN sessions. The Survey will be provided by the Data office and technical assistance will be offered in the form of coaching and clarification of directions by John Devito. GRADPLAN, student feedback of relevance and effectiveness as well as disseminating stakeholder information should result in increased student performance.	5/31/2019 semiannually
G1.MA3 M424605	Attendance Data wall/ Attendance Admin team data/ Creed Slip and awards/ Attendance committee...	Jones, Julian	8/13/2018	Comparison data of quarter attendance to last year and from quarter to quarter will be used to determine the effectiveness of the training based on teacher reporting. Creed Slip Effectiveness will be determined by comparison data from last year quarterly attendance rates as well as quarter to quarter SY 2019. Learning with a goal of staff having demonstrated the implementation of an attendance strategy. Attendance committee members as assigned by the Principal shall report the effectiveness of campus-wide strategies and identify and support students with attendance issues. Data results from administration team attendance project.	5/31/2019 quarterly
G1.MA4 M424606	PLC Input forms, will be collected each Monday and provided to administration,PLC Products, PLC...	Fraine, Melissa	8/13/2018	PLC Input forms will be collected each Monday and provided to administration for data comparison. Input provided by the PLC coach will be considered as well as teacher survey responses to determine progress towards our goal. PLC Data Walls will be live and reflective, PLC Products will be tangible	5/31/2019 weekly
G1.B1.S1.MA1 M424595	Upon the completion of the GRAD plan program graduation rates of previous year and current year...	DeVito, John	9/11/2018	Comparison of previous years graduation rate in comparison the current year plus this years retention rate should provide data points for comparison that directly infer the	5/31/2019 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				success of the GRAD plan implementation.	
G1.B1.S1.MA1 M424596	Throughout the year, teachers will learn new strategies to increase awareness about graduation...	DeVito, John	9/11/2018	Classroom walkthroughs and observation of teacher instruction during the GRAD Plan. Completed Students Academic progress sheet, and visual checks of GRAD plan notebook.	5/31/2019 quarterly
G1.B1.S1.A3 A388560	Communicate with guardians by providing up-to-date student reports regarding progress towards...	DeVito, John	9/18/2018	Comparative Data form Quarter to Quarter collected from Report cards, Connect Ed, Student Progression cards	5/31/2019 quarterly
G1.B1.S1.A4 A388561	Continue implementation of Advancement Via Individual Determination (AVID) grades 9-11, add AVID in...	Goode, Mindy	8/13/2018	AVID Documentation, Student Participation, School wide Professional Learning	5/31/2019 daily
G1.B1.S2.MA1 M424597	Weekly PLC feedback reports, and weekly data walks will allow administration observable evidence to...	Fraine, Melissa	8/13/2018	PLC Feedback Forms, and Data walk forms, Professional growth, Student achievement	5/31/2019 one-time
G1.B1.S2.MA1 M424598	Weekly PLC feedback reports, and weekly data walks will allow administration observable evidence to...	Fraine, Melissa	8/13/2018	Data Walls, Faculty meeting examples from rooms, Data walk charts, PL record of Attendance, coach Logs	5/31/2019 weekly
G1.B1.S2.A1 A388562	Ensure all lessons are standard-based, data driven, and include a visible learning target and...	Fraine, Melissa	8/13/2018	The one-page IPG will serve as a monitoring tool. Effectiveness will be determined when more than 80% of the staff have been observed implementing the Core Actions as listed on the one-page IPG. 100% of the teachers will post a Titan Target and success criteria, Lesson Plans	5/31/2019 daily
G1.B1.S2.A2 A388563	Provide training and additional strategies for various learning styles including implementation of...	Swanson, Rebecca	8/13/2018	Co-Taught classrooms, stakeholder feedback, training attendance, student growth data	5/31/2019 daily
G1.B1.S2.A3 A388564	Use the Instructional Practice Guide (IPG) to model lesson content, structure, and activities to...	Fraine, Melissa	8/13/2018	IPG Walk-throughs, Data Chart Reflections, ILT Data, PLC Minutes	5/31/2019 weekly
G1.B1.S2.A4 A388565	Use weekly Data Walks as a coaching tool to provide quality feedback to teachers about their...	Fraine, Melissa	8/13/2018	Reflection, PLC Grow and Glows Meetings with Coach, Continued PL based on Needs	5/31/2019 weekly
G1.B1.S3.MA1 M424599	The effectiveness of this strategy will be determined by PLC data reports and comparing them...	Fraine, Melissa	8/13/2018	PLC Input forms	5/31/2019 monthly
G1.B1.S3.MA1 M424600	While providing the instructional staff with professional development on Effective PLCs in stages,...	Fraine, Melissa	8/13/2018	Focus PLC products, Data retrieval, analyzing, data walls, PLC minutes, and tracking student growth will be monitored.	5/31/2019 weekly
G1.B1.S3.A1 A388566	Provide training and model effective collaboration to foster collective efficacy among teachers.	Fraine, Melissa	8/13/2018	Record of Attendance, record of participation in weekly PLC collaboration	5/31/2019 monthly
G1.B1.S3.A2 A388567	Refine practice and provide leadership support in PLC's.	Fraine, Melissa	9/4/2018	Administration has a monthly PLC Focus group, Product produced	5/31/2019 monthly
G1.B1.S3.A3 A388568	Track and analyze data associated with common assessment items.	Fraine, Melissa	8/13/2018	PLC Input Forms, Data walls, Data Notebooks, data Downloads	5/31/2019 weekly
G1.B1.S3.A4 A388569	Research and design integration of wall-to-wall academies into UHS instructional programs.	Peel, Jennifer	9/4/2018	Course Pathways, Program of Studies, PowerPoint, Program marketing	5/31/2019 biweekly
G1.B1.S3.A5 A388570	Research and design integration of Cambridge into UHS instructional programs.	Lastowski, William	8/21/2018	Completed Master Schedule, Certification, High school Show Case, Course Pathways, Cambridge Program of Studies	5/31/2019 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.MA1 M424602	Each week the CREED tickets will be collected and winners acknowledged, biweekly committee...	Jones, Julian	8/13/2018	CREED Tickets, Committee notes, social worker log, Teacher contact log, administration project data	5/31/2019 weekly
G1.B1.S4.A1 A388571	Analyze student attendance data to determine where chronic absences could be prevented.	Jones, Julian	7/9/2018	Power BI reports, Downloads, counselor Notes, Administration record of meetings with students	5/31/2019 weekly
G1.B1.S4.A2 A388572	Continue CREED Slips campaign- Each instructor will select four winners to be recognized at the...	Jones, Julian	8/13/2018	Creed Slips/Awards documented-Video	5/31/2019 weekly
G1.B1.S4.A3 A388573	Continue attendance intervention meetings for chronically absent students.	Jones, Julian	8/13/2018	Record of Committee Meetings, Documentation of referral to social worker	5/31/2019 monthly
G1.B1.S4.A4 A388574	Continue to implement and clarify teacher interventions for absent students.	Jones, Julian	8/13/2018	Parent Contact Log, Mr. Carter contact, Creed, teacher record of attendance	5/31/2019 daily
G1.B1.S4.A5 A388575	Work to Increase Social worker interaction with UHS chronically absent students.	DeVito, John	8/13/2018	Referral Record, social worker documentation of parent contact	5/31/2019 biweekly