# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Oviedo High School

601 KING ST
Oviedo, FL 32765
407-320-4050
http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0421

## School Demographics

| School Type | Title I | Free and Reduced Lunch Rate |
|---|---|---|
| High School | No | 31% |

| Alternative/ESE Center | Charter School | Minority Rate |
|---|---|---|
| No | No | 31% |

## School Grades History

| 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|---|---|---|---|
| A | A | A | A |

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

## 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

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

## DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

## DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

## 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not in DA | N/A | N/A |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|---|---|---|---|
| No | No | No | No |

# Current School Status

## School Information

### School-Level Information

**School**

Oviedo High School

**Principal**

Robert Lundquist

**School Advisory Council chair**

Tom O'Hanlon

**Names and position titles of the School-Based Leadership Team (SBLT)**

| Name | Title |
| --- | --- |
| Suzanne Barnett | Teacher |
| Joan Stone | Teacher |
| Sue Brown | Teacher |
| Karen Stapleton | Teacher |
| Dr. Nicola Williams | Guidance Counselor |
| Dr. Trent Daniel | Assistant Principal |
| Bill Schult | Teacher/Dean |
| Susan Rodenburg | Executive Secretary |
| Michael Kennedy | Student |
| Molly Ford | Student |
| Heidi Hammel | Student |
| Dylan Scott | Student |
| Teresa Abney | Parent |
| Tamil Bradley | Parent |
| Monica Campbell | Parent |
| Leslie Kleeb | Parent |
| Christa Lira | Parent |
| Barbara Lloyd | Parent |
| Sherry Baird | Parent |
| Robert Lundquist | Principal |

### District-Level Information

**District**

Seminole

**Superintendent**

Dr. Walt Griffin

**Date of school board approval of SIP**
11/11/2013

## School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Membership of the SAC

The chairman of SAC is Tom O'Hanlon. The vice-chairman is Leslie Kleeb. The secretary is Susan Rodenburg. There are 21 total members. The make-up is as follows: 4 are minorities, 4 are students, 2 are administrators, 6 are instructional personnel, 1 is a non-instructional personnel, and 8 are parents/community members.

### Involvement of the SAC in the development of the SIP

SAC helped to develop the budget and set the goals.

### Activities of the SAC for the upcoming school year

SAC meets on a monthly basis, usually on the fourth Monday of the month. In addition to monthly meetings, SAC will meet as a joint SAC Cluster meeting with Hagerty High School and all of the Oviedo HIgh School and Hagerty High School feeder schools including elementary and middle schools.

### Projected use of school improvement funds, including the amount allocated to each project

The funds will be allocated for teacher grants and after school tutoring for FCAT Writing, FCAT Reading, EOCs, and SAT prep.

### Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

### If not in compliance, describe the measures being taken to comply with SAC requirements

## Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Administrators

#### # of administrators
5

#### # receiving effective rating or higher
(not entered because basis is < 10)

#### Administrator Information:

| **Robert Lundquist** | | |
|---|---|---|
| Principal | Years as Administrator: 29 | Years at Current School: 18 |

| **Credentials** | B.S. in Physical Education with a Masters in Educational Leadership, certification in Mathematics 6-12, Physical Education 6-12 and K-8, School Principal (All Levels). |
|---|---|
| **Performance Record** | Since 1999 when the first grade was assigned to Oviedo High School, there has been 11 As earned for the 14 years. The last three years there were enough points to designate Oviedo High School as an "A" school. The lowest quartile made gains every year within the last three years and the proficiency for FCAT Reading was well above the state average. |

| **Dr. Trent Daniel** | | |
|---|---|---|
| Asst Principal | Years as Administrator: 2 | Years at Current School: 2 |

| **Credentials** | Ph.D. in Educational Leadership (School Law and Finance), M.A. in Curriculum and Instruction, B.S. in Biochemistry with a double major in Psychology and minor in Biology, School Principal (All Levels), Earth Science 6-12, Biology 6-12, Chemistry 6-12, Gifted Endorsement, NBCT in AYA Science |
|---|---|
| **Performance Record** | Since being at OHS for the last two years, the school has earned As.The last two years there were enough points to designate Oviedo High School as an "A" school. The lowest quartile made gains every year within the last three years and the proficiency for FCAT Reading was well above the state average. |

| **Matthew Ackley** | | |
|---|---|---|
| Asst Principal | Years as Administrator: 0 | Years at Current School: 9 |

| **Credentials** | Masters of Education in Educational Leadership from American College of Education, Ed Leadership (K-12) |
|---|---|
| **Performance Record** | N/A |

| **Drew Morgan** | | |
| --- | --- | --- |
| Asst Principal | Years as Administrator: 1 | Years at Current School: 2 |

| **Credentials** | B.A. in Social Science Education, M.A. in Ed Leadership, certified in Physical Education 6-12, Social Studies 6-12, Ed Leadership (K-12) |
| --- | --- |
| **Performance Record** | There were enough points to designate Oviedo High School as an "A" school in 2012. The lowest quartile made gains last year and the proficiency for FCAT Reading was well above the state average. |

| **Robert Frasca** | | |
| --- | --- | --- |
| Asst Principal | Years as Administrator: 0 | Years at Current School: 0 |

| **Credentials** | Master of Education in Ed Leadership from the American College of Education, B.A. Stetson University, certification in Social Science Education 6-12, Nationally Board Certified Teacher Social Studies 2006-2016, Ed Leadership (K-12) |
| --- | --- |
| **Performance Record** | N/A |

| **Shanon Eaton** | | |
| --- | --- | --- |
| Asst Principal | Years as Administrator: 6 | Years at Current School: 4 |

| **Credentials** | B.S. in Special Education - Varying Exceptionalities, M.S. in Educational Leadership, certified in Special Education - Varying Exceptionalities (K-12), Ed Leadership (K-12) |
| --- | --- |
| **Performance Record** | The last three years there were enough points to designate Oviedo High School as an "A" school. The lowest quartile made gains every year within the last three years and the proficiency for FCAT Reading was well above the state average. |

**Instructional Coaches**

**# of instructional coaches**
1

**# receiving effective rating or higher**
(not entered because basis is < 10)

**Instructional Coach Information:**

| Sandra Traeger | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 7 | Years at Current School: 17 |

| | |
|---|---|
| **Areas** | Reading/Literacy |
| **Credentials** | B.A. in Liberal Studies, certified Social Studies 6-12, Reading Endorsement K-12 |
| **Performance Record** | Since 1999 when the first grade was assigned to Oviedo High School, there has been 11 As earned for the 14 years. In 2010 1319 points were earned, in 2011 1276 points were earned, and in 2012 1216 points were earned. The last three years there were enough points to designate Oviedo High School as an "A" school. The lowest quartile made gains every year within the last three years and the proficiency for FCAT Reading was well above the state average. |

**Classroom Teachers**

**# of classroom teachers**
123

**# receiving effective rating or higher**
0, 0%

**# Highly Qualified Teachers**
98%

**# certified in-field**
119, 97%

**# ESOL endorsed**
5, 4%

**# reading endorsed**
9, 7%

**# with advanced degrees**
70, 57%

**# National Board Certified**
9, 7%

**# first-year teachers**
10, 8%

**# with 1-5 years of experience**
25, 20%

**# with 6-14 years of experience**
27, 22%

**# with 15 or more years of experience**
61, 50%

**Education Paraprofessionals**

**# of paraprofessionals**
7

**# Highly Qualified**
6, 86%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**
8

**# receiving effective rating or higher**
(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. Oviedo High School organizes approximately 30 student observations each semester for students attending the University of Central Florida or the local community colleges. We also are a hub for interns and place student teachers each semester in various subject areas. In addition, our assistant principal, Dr. Daniel, speaks and participates at the University of Central Florida's workshops and recruited the top three STEM graduates from the school to teach at Oviedo HIgh School for the 2013-2014 school year. The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.
At Oviedo High School, we offer a structured mentoring program for new teaches and teachers new to Oviedo High School regardless of their years of experience. The cohort meets before pre-plan begins and reviews the policies and procedures specific to Oviedo High School. During the school year, the cohort meets bi-monthly and then monthly to discuss current topics such as discipline, classroom management, progress reports, testing, and Homecoming to name a few agenda items.

**Teacher Mentoring Program/Plan**
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

year.

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

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

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Oviedo High School uses a variety of methods to identify and monitoring students within MTSS. We use a referral sheet where parents, teachers, counselors, and administrators can refer a student to the MTSS team for support. OHS has hired a paraprofessional to help monitor the data and progress of these students throughout the year and to provide support to the teachers who are working with these students. Students that are placed into the MTSS system will have demonstrated a need for intervention by their performance in multiple core academic subject areas.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The MTSS team includes Rob Frasca, Assistant Principal, Teresa Merck, paraprofessional, Candice Noble, Guidance Counselor, and Nicola Williams, Director of Guidance. Rob Frasca is responsible for overseeing the MTSS process to ensure that Oviedo High School is in compliance with all district and state regulations. Teresa Merck inputs and monitors the data for each student that is tiered within MTSS. Candice and Nicola help create the intervention plans and assist in monitoring the progress of each student within the tiers of MTSS. This group meets as a team to discuss students that are referred to MTSS and to ensure that Oviedo High School remains in compliance with district and state regulations.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The leadership team has developed a referral form where parents, teachers, and staff can refer a student for MTSS intervention. The team also monitors students that are already in remedial reading and mathematics classes to move students into another tier of support when necessary. The team uses EdInsight to monitor student progress.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and

determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process. All students in reading, math, biology, and U.S. History at Oviedo High School participate in Discovery Education progress monitoring. These results are uploaded into EdInsight where teachers and staff can monitor student progress. The discipline office also enters information into EdInsight where our team can track discipline issues throughout our school. This allows us to identify students that may need to enter MTSS for behavioral interventions. The administrative team at Oviedo also works with several intensive reading classes to help the students improve their reading scores. In this program the administrators compete to see which class of students can make the most learning gains.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The faculty and staff at Oviedo High School have been trained on the importance of MTSS and how to refer a student for interventions within MTSS. Parents are also notified throughout the process as parent-teacher conferences are held. Both the parents and the teachers are involved in monitoring the student's progress throughout MTSS so that the interventions being used can be assessed and changes can be made when necessary.

## Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

| Strategy: Before or After School Program |
|---|
| **Minutes added to school year:** 2,500 |

The Writing Center is located in the Oviedo High School Media Center and is open after school on Tuesdays and Thursdays for an hour throughout the school year. Students make appointments through the Media Center appointment book. The Writing Center is manned with a teacher and students who have been trained to provide writing assistance in support of FCAT Writes and CCSS. Students bring in writing samples and receive feedback on how to improve through revision and rewriting.
In addition, tutoring is offered after school for FCAT Writes, FCAT Reading, Algebra I EOC, PSAT, and core subjects.

### Strategy Purpose(s)

- Instruction in core academic subjects

### How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected and analyzed by tracking student attendance int he Writing Center. Students who utilize the Writing Center are tracked to determine if there is an increase in their writing both on classroom assessments and on FCAT Writes.
In addition, students who received additional tutoring for the Algebra I EOC are tracked to determine if the intervention was successful in passing the Algebra I EOC. Lower quartile students who attend math and reading tutoring are tracked for attendance in the tutoring sessions. Students who live at Boy's Town are tracked through Title I.

### Who is responsible for monitoring implementation of this strategy?

Dr. Daniel, Assistant Principal, and Amanda Dickson, teacher, monitor implementation of the Writing Center and FCAT Writes tutoring. Mr. Rob Frasca, Assistant Principal, oversees the remainder of the tutoring programs. The Boy's Town students receiving tutoring are monitored by Karen Stapleton and tracked by the district office.

## Literacy Leadership Team (LLT)

**Names and position titles of the members of the school-based LLT**

| Name | Title |
|---|---|
| Sandra Traeger | Instructional Coach |
| Erica Segrest | Teacher |
| Jason McDonald | Teacher |
| Matt Guglielmello | Teacher |
| Kate Kammeraad | Teacher |
| Courtney Boucher | Teacher |
| Amber Petschel | Teacher |
| Jenn Beraduce | Teacher |
| Dan Cowgill | Teacher |
| Dr. Trent Daniel | Assistant Principal |

### How the school-based LLT functions

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.
The LLT has been renamed at Oviedo High School. The LLT is the CCSS Team and the responsibility of the team is implementation of the school wide literacy CCSS as they apply to all content areas. The CCSS Team determines the professional development schedule and helps to create the Wednesday's in-services. They also are key speakers and PLC leaders as it applies to each content area's needs with regard to literacy.

### Major initiatives of the LLT

The major initiatives include implementation of the CCSS, text complexity, mini-DBQs (Document Based Questions) in Social Studies and English, close reading, writing, speaking, and listening.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Oviedo High School is currently implementing the Common Core State Standards (CCSS). The CCSS insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. For secondary schools, the CCSS is divided into two parts: ELA and history/social studies, science, and all other technical subjects. This division reflects the requirement that all teachers develop students' literacy. Oviedo High School teachers are familiar with the CCSS for their specific content area. English and Reading teaches utilize Discovery Education assessments to progress monitor students reading and to alter instruction based on student deficits. In addition, Reading Plus is used to increase fluency and USA Test Prep is used as FCAT practice. Students enrolled in English are required to read two AR books a quarter and take a test on each book. The grade counts in both English and Reading. The English, Reading, and Social Studies teachers have been combined into one PLC to learn about the CCSS and strategies to support implementation such as close reading, complex texts, and text dependent questions. The Social Studies teachers are implementing DBQs (Document Based Questions) and FRQs for Advanced Placement. The 9th and 10th grade Social Studies teachers will be trained on how to use Discovery Education and close reading in the classroom. The PE Department has reading days where students are given time to do silent, sustained reading of their AR books. The additional departments are responsible for implementing a literacy assignment first semester that supports CCSS. Each content area within the individual departments are creating their own unique assignment. Additionally, all teachers use academic vocabulary and morphemes to assist students in reading comprehension.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Oviedo High School offers a variety of experiences within its Career and Technical Education program. Several vocational learning tracks provide progressive opportunities leading to industry certification and

CAPE designation. These programs include: Web Design, Digital design, Interior design, Early Childhood Education, and Automotive. Career education offerings at Oviedo high school also include Culinary, Nutrition, Bioscience, and computer science programs. Bioscience is of primary importance due to the area being a bioscience research center both in the medical industry and in the college preparatory programs. An increased emphasis will be placed on exposing more students to programs which prepare them for work force based needs. In addition, Oviedo High School has an extensive Advance Placement Program where 25 subject areas are tested and close to 1,500 exams are given annually. The pass rate is 66% and well above the national average. Students are dually enrolled, however most students choose to take AP classes on campus prior to dual enrolling due to the rigor and preparation of the AP program. Oviedo High School prepares both types of students to be successful: college and career bound.

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

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

**Strategies for improving student readiness for the public postsecondary level**

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

# Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 78% | 71% | No | 81% |
| American Indian | | | | |
| Asian | 83% | 79% | No | 85% |
| Black/African American | 59% | 38% | No | 63% |
| Hispanic | 68% | 58% | No | 72% |
| White | 83% | 78% | No | 85% |
| English language learners | 53% | 39% | No | 58% |
| Students with disabilities | 53% | 31% | No | 57% |
| Economically disadvantaged | 64% | 49% | No | 68% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 256 | 24% | 27% |
| Students scoring at or above Achievement Level 4 | 518 | 48% | 51% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 20% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 20% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 673 | 67% | 70% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 153 | 59% | 62% |

**Comprehensive English Language Learning Assessment (CELLA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | 31 | 70% | 73% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 20 | 46% | 49% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 21 | 47% | 51% |

**Postsecondary Readiness**

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | | |

## Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 339 | 58% | 60% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | *[data excluded for privacy reasons]* | | 76% |

## Area 3: Mathematics

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 71% | 81% | Yes | 74% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 64% | 64% | Yes | 68% |
| Hispanic | 61% | 76% | Yes | 65% |
| White | 75% | 84% | Yes | 78% |
| English language learners | 67% | 72% | Yes | 70% |
| Students with disabilities | 60% | 46% | No | 64% |
| Economically disadvantaged | 63% | 65% | Yes | 66% |

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 20% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 20% |

**Learning Gains**

|  | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (EOC and FAA) | 512 | 77% | 79% |
| Students in lowest 25% making learning gains (EOC) | 127 | 71% | 73% |

**Postsecondary Readiness**

|  | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | | |

**Algebra I End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 113 | 52% | 55% |
| Students scoring at or above Achievement Level 4 | 39 | 18% | 21% |

**Geometry End-of-Course (EOC) Assessment**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 168 | 32% | 35% |
| Students scoring at or above Achievement Level 4 | 241 | 46% | 49% |

## Area 4: Science

**High School Science**

**Florida Alternate Assessment (FAA)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 73% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 13% |

### Biology I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 193 | 37% | 40% |
| Students scoring at or above Achievement Level 4 | 196 | 37% | 40% |

## Area 5: Science, Technology, Engineering, and Mathematics (STEM)

### All Levels

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---|---|---|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 3 | | 4 |
| Participation in STEM-related experiences provided for students | 75 | 3% | 5% |

### High Schools

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more *accelerated* STEM-related courses | 1307 | 61% | 64% |
| Completion rate (%) for students enrolled in *accelerated* STEM-related courses | | 93% | 95% |
| Students taking one or more advanced placement exams for STEM-related courses | 303 | 21% | 24% |
| CTE-STEM program concentrators | | | |
| Students taking CTE-STEM industry certification exams | 75 | 4% | 7% |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | 74% | 76% |

## Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more CTE courses | 1197 | 55% | 58% |
| Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | | | |
| Completion rate (%) for CTE students enrolled in *accelerated* courses | | | |
| Students taking CTE industry certification exams | 75 | 4% | 7% |
| Passing rate (%) for students who take CTE industry certification exams | | 74% | 77% |
| CTE program concentrators | | | |
| CTE teachers holding appropriate industry certifications | 6 | 75% | 88% |

## Area 8: Early Warning Systems

### High School Indicators

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | 165 | 10% | 8% |
| Students in ninth grade with one or more absences within the first 20 days | | | |
| Students in ninth grade who fail two or more courses in any subject | 94 | 18% | 15% |
| Students with grade point average less than 2.0 | 240 | 14% | 12% |
| Students who fail to progress on-time to tenth grade | 52 | 13% | 10% |
| Students who receive two or more behavior referrals | 285 | 12% | 10% |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | 106 | 5% | 4% |

### Graduation

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students dropping out of school, as defined in s.1003.01(9), F.S. | | | |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | | | |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | | | |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | | | |

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

Oviedo High School utilizes the Skyward Family Access Portal with its families on a regular basis. The purpose of the Skyward Family Access Portal is to communicate with parents regarding grades, attendance, and school events. Special announcements can be posted and emails can be sent out via the portal. It is important that we not only encourage parents to sign-up for this tool, but that we also encourage continual usage throughout the year. This technology helps to assist parents in monitoring their student's success at Oviedo High School.

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Primary guardian logged into Skyward Parent Portal at least once during the school year. | 914 | 48% | 52% |

## Area 10: Additional Targets

**Additional targets for the school**

N/A

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

# Goals Summary

**G1.** Teachers will implement effective teaching instruction aligned to the Common Core State Standards that will integrate effective literacy practices into all classes.

# Goals Detail

**G1.** Teachers will implement effective teaching instruction aligned to the Common Core State Standards that will integrate effective literacy practices into all classes.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS - Graduation

### Resources Available to Support the Goal

- Professional Learning Communities

- Common Core Leadership Team (Previously the Literacy Team)

- Instructional Coach

- Wednesday Professional Development Opportunities

- Cluster Marzano Training

- Computer Programs that assist in reading and literacy practice (Discovery Education, Reading Plus, USA Test Prep, etc.)

- Professional Development Budget - School Based, at ESC, and Cluster

- Lesson Study Training

- CST, Suzanne Skipper

- English, Reading, and Social Studies Retreats focusing on Literacy

### Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge of literacy instruction as it relates to the CCSS.

**Plan to Monitor Progress Toward the Goal**

Instruction based on sound literacy practice and feedback from all stakeholders.

### Person or Persons Responsible
All Administrators, Instructional Coach, and Department Chairs

### Target Dates or Schedule:
Monthly

### Evidence of Completion:
EIS Report, Reflection Logs, PLC meeting notes, PD calendar, Temporary Duty Days

# Action Plan for Improvement

**Problem Solving Key**

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

**G1.** Teachers will implement effective teaching instruction aligned to the Common Core State Standards that will integrate effective literacy practices into all classes.

**G1.B1** Lack of teacher knowledge of literacy instruction as it relates to the CCSS.

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

### Action Step 1

Implement a Writing Center at Oviedo High School

**Person or Persons Responsible**

Dr. Trent Daniel and Amanda Dickson

**Target Dates or Schedule**

Fall 2013

**Evidence of Completion**

Writing Center Logs, Documentation from the Writing Center

**Facilitator:**

Dr. Trent Daniel

**Participants:**

All Teachers and Administrators

**Action Step 2**

Implement a coherent writing program where all 10th grade teachers will implement the FCAT Writes rubric the same.

### Person or Persons Responsible

10th Grade English Teachers

### Target Dates or Schedule

On-Going, Intensive training 1st quarter, PMAs and days to grade the PMAS throughout the school year

### Evidence of Completion

Reflection Logs, Temporary Duty Days, PMA data in EdInsight, PLC Agendas

### Facilitator:

Dr. Trent Daniel and Rob Frasca

### Participants:

10th Grade English Teachers

## Action Step 3

Develop a Professional Development Calendar that supports literacy instruction as it applies to CCSS.

### Person or Persons Responsible

Dr. Trent Daniel and the CCSS Leadership Team

### Target Dates or Schedule

August 2013 and December 2013

### Evidence of Completion

PD Calendar Document

### Facilitator:

Dr. Trent Daniel

### Participants:

All Teachers and Administrators

**Action Step 4**

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

### Person or Persons Responsible

Teachers, Department Chairs, Instructional Coach

### Target Dates or Schedule

On-Going by Department

### Evidence of Completion

PLC Agendas, Lesson Plan Agendas, and CST Agendas

### Facilitator:

Dr. Trent Daniel

### Participants:

Teachers

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

Observations as teachers implement the literacy instruction models/strategies.

### Person or Persons Responsible

Administration, CST members, Lesson Plan members, Instructional Coach, Peers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Walk-through data in IObservation, PLC Meeting Agendas, Lesson Study Agendas, CST Agendas, Reflection Logs, EIS data, Writing Center Logs

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

Student growth data for writing and reading.

### Person or Persons Responsible

All Administrators, Instructional Coach

### Target Dates or Schedule

September 2013, December 2013, January 2014

### Evidence of Completion

Progress Monitoring Data (PMA) from Discovery Education, Write Score, Writing PMAs, DBQs, PLC created assessments

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How federal, state, and local funds, services, and programs are coordinated and integrated at the school**

Oviedo High School will coordinate Title I (Boy's Town) funds, SAC funds, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial time Tuesdays and Thursdays after school. In addition, the district coordinates IDEA and Title I funds to provide our school with additional paraprofessionals that assist with our at-risk population by meeting with the students and tracking their progress. The coordination and integration of these funds and services ensure students are provided with time and individualized support to master the standards and improve academic achievement.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Teachers will implement effective teaching instruction aligned to the Common Core State Standards that will integrate effective literacy practices into all classes.

**G1.B1** Lack of teacher knowledge of literacy instruction as it relates to the CCSS.

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

**PD Opportunity 1**

Implement a Writing Center at Oviedo High School

**Facilitator**

Dr. Trent Daniel

**Participants**

All Teachers and Administrators

**Target Dates or Schedule**

Fall 2013

**Evidence of Completion**

Writing Center Logs, Documentation from the Writing Center

### PD Opportunity 2

Implement a coherent writing program where all 10th grade teachers will implement the FCAT Writes rubric the same.

#### Facilitator

Dr. Trent Daniel and Rob Frasca

#### Participants

10th Grade English Teachers

#### Target Dates or Schedule

On-Going, Intensive training 1st quarter, PMAs and days to grade the PMAS throughout the school year

#### Evidence of Completion

Reflection Logs, Temporary Duty Days, PMA data in EdInsight, PLC Agendas

### PD Opportunity 3

Develop a Professional Development Calendar that supports literacy instruction as it applies to CCSS.

#### Facilitator

Dr. Trent Daniel

#### Participants

All Teachers and Administrators

#### Target Dates or Schedule

August 2013 and December 2013

#### Evidence of Completion

PD Calendar Document

**PD Opportunity 4**

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

### Facilitator

Dr. Trent Daniel

### Participants

Teachers

### Target Dates or Schedule

On-Going by Department

### Evidence of Completion

PLC Agendas, Lesson Plan Agendas, and CST Agendas

## Appendix 2: Budget to Support School Improvement Goals

**Budget Summary by Goal**

| Goal | Description | Total |
|---|---|---|
| G1. | Teachers will implement effective teaching instruction aligned to the Common Core State Standards that will integrate effective literacy practices into all classes. | $9,600 |
| | Total | $9,600 |

**Budget Summary by Funding Source and Resource Type**

| Funding Source | Evidence-Based Program | Professional Development | Evidence-Based Materials | Total |
|---|---|---|---|---|
| SAC - SIP Funds | $1,600 | $0 | $0 | $1,600 |
| DTL funded Subs | $0 | $0 | $0 | $0 |
| | $0 | $0 | $0 | $0 |
| School PD Funds, DTL, SAC Cluster Funds | $0 | $8,000 | $0 | $8,000 |
| Total | $1,600 | $8,000 | $0 | $9,600 |

**Budget Details**

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Teachers will implement effective teaching instruction aligned to the Common Core State Standards that will integrate effective literacy practices into all classes.

**G1.B1** Lack of teacher knowledge of literacy instruction as it relates to the CCSS.

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

### Action Step 1

Implement a Writing Center at Oviedo High School

#### Resource Type

Evidence-Based Program

#### Resource

Documents, Dictionaries, Grammar Books

#### Funding Source

SAC - SIP Funds

#### Amount Needed

$1,600

**Action Step 2**

Implement a coherent writing program where all 10th grade teachers will implement the FCAT Writes rubric the same.

**Resource Type**

Professional Development

**Resource**

FCAT Writes Training by District

**Funding Source**

DTL funded Subs

**Amount Needed**

**Action Step 3**

Develop a Professional Development Calendar that supports literacy instruction as it applies to CCSS.

**Resource Type**

Evidence-Based Materials

**Resource**

**Funding Source**

**Amount Needed**

**Action Step 4**

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

### Resource Type

Professional Development

### Resource

Facilitator to lead the group (CST and Lesson Study), Books, Copies, Internet Resources, Temporary Duty Days

### Funding Source

School PD Funds, DTL, SAC Cluster Funds

### Amount Needed

$8,000