University High

2021-22 Schoolwide Improvement Plan

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University High

2450 COUGAR WAY, Orlando, FL 32817

https://universityhs.ocps.net/

Demographics

Principal: Thomas Ott

Start Date for this Principal: 7/20/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (58%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

UHS's mission statement is "Every Student, College and Career Ready."

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Corn, Frederick	Assistant Principal	Safety & Security Curriculum & Instruction Math Science Tutoring Program New Teacher Induction Program Summer School Technology Program Custodial Fixed Asset Inventory Facilities MCJROTC College Interns and Tutors Media Center/Textbooks PLC Facilitation MTSS Team Member Threat Assessment Team Member Co-Teaching Support Title IX Secondary Investigator Sunday Start-Up Media Center Other Duties as Assigned
Langston, Sherry	Assistant Principal	API Safety & Security Curriculum & Instruction Professional Development Fine Arts World Languages OCVS/Credit Recovery Labs PE and Wellness Testing/College Board Master Schedule Data Lead FTE Survey Completions EOY & PY Data Processing Freshman Fun Friday & Sophomore Social Open House OSP Online Practice Plan Guidance Services PLC Facilitation Advanced Placement MTSS Team Member Sunday Start-Up Other Duties as Assigned
Schmidt, David	Assistant Principal	Safety & Security Curriculum & Instruction

Name	Position Title	Job Duties and Responsibilities
		Student Services Program PASS and SAFE Supervision Roster Social Studies Staff Celebrations Student Celebrations Emergency Management Plan Cougar Credit System PLC Facilitation FSSAT Assessment Below 2.0 Interventions Threat Assessment Lead Title IX Coordinator SELL Implementation ESE/Content Enhancement SGA Support Emergency Drills MTSS Team Member Sunday Start-Up Other Duties as Assigned
Schmitt, Cindy	Instructional Coach	The Math Instructional Coach (MIC) will provide instructional support and coaching to University High School as it works to ensure that each student is able to reach his or her academic potential. The MIC's primary role is to work with math teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. The MIC is an advisor to math teachers and administration. The MIC will work collaboratively with the Instructional Team to advise leads and teachers on developing research-based instructional strategies and standards-based intervention programs for struggling students.
Ott, Thomas	Principal	Overall Operations of School, Safety & Security, Admin and Leadership Team, SIP, SAC and PTSA, Budget, Performing Arts Magnet, IB, Budget, Recruitment, Connect Orange and Community Outreach, Clubs and Organizations, SRO Liaison, Graduation, Website and Social Media, Renew the U, Student Advisory Council, School Wide Writing Plan, SELL Implementation, Customer Service, Sunday Start-Up
Abalo, Daniel	Assistant Principal	Safety & Security Curriculum & Instruction ESOL MTSS Program PLC Facilitation ELA/Reading Cougar Express Program

Name	Position Title	Job Duties and Responsibilities
		Vet Assisting and Ag. Student Assistants CTE/PLTW Athletics and Band School Volunteers Itinerants Facilitation of PD Wednesdays Non-Faculty Coaches College and Career Center College and Career Dual Enrollment Threat Assessment Team Member Co-Teaching Support Title IX Secondary Investigator Sunday Start-Up Other Duties as Assigned
Nieves, Kaylin	Dean	Safety and Security Instructional Feedback/Observations Student Parking Process Referrals Manage Student Discipline Program TATM Home Visits Staff/Student Recognitions Facilitate Cougar Credit Program Student Attendance Student Code of Conduct Lead Discipline Matrix Lead Student Detentions Class Meeting Presentations Staffulty PD Restorative Practices Lead MTSS Team Member Participate in 504/IEP Meetings as Needed Sunday Start-Up Safety Plan Lead Supervision Plan Lead Emergency Drills Lead Student ID Lead
Tomasi, Courtney	Dean	Safety and Security Instructional Feedback/Observations Student Parking Process Referrals Manage Student Discipline Program TATM Home Visits Staff/Student Recognitions Lead

Name	Position Title	Job Duties and Responsibilities
		Facilitate Cougar Credit Program Student Attendance Student Code of Conduct Student Detentions Lead Class Meeting Presentations Staffulty PD Restorative Practices MTSS Team Member Participate in 504/IEP Meetings as Needed Duty Roster (Evening) Lead Sunday Start-Up Lead Safety Plan SELL Team Member IB CASS Coordinator Supervision Plan Emergency Drills Student ID
O'donal, Patrick	Dean	Safety and Security Instructional Feedback/Observations Student Parking Lead Process Referrals Manage Student Discipline Program TATM Home Visits Staff/Student Recognitions Cougar Credit Program Lead Student Attendance Lead Student Code of Conduct Student Detentions Class Meeting Presentations Lead Staffulty PD Restorative Practices MTSS Team Member Participate in 504/IEP Meetings as Needed Duty Roster (Evening) Sunday Start-Up Safety Plan Supervision Plan Emergency Drills Student ID
Lark, Jessica	Instructional Coach	The Reading Instructional Coach (RIC) will provide instructional support and coaching to University High School as it works to ensure that each student is able to reach his or her academic potential. The RIC's primary role is to work with reading and ELA teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. The

Name	Position Title	Job Duties and Responsibilities
		RIC is an advisor to ELA/Reading teachers and administration. The RIC will work collaboratively with the Instructional Team to advise leads and teachers on developing research-based instructional strategies and standards-based intervention programs for struggling students.

Demographic Information

Principal start date
Tuesday 7/20/2021, Thomas Ott

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

Total number of teacher positions allocated to the school
163

Total number of students enrolled at the school
2,520

Identify the number of instructional staff who left the school during the 2020-21 school year.
9

Identify the number of instructional staff who joined the school during the 2021-22 school year.
16

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	4	610	641	622	552	2429
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	125	175	190	129	621
One or more suspensions	0	0	0	0	0	0	0	0	0	25	29	26	15	95
Course failure in ELA	0	0	0	0	0	0	0	0	0	95	115	150	151	511
Course failure in Math	0	0	0	0	0	0	0	0	0	56	102	210	177	545
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	101	146	86	86	420
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	2	121	161	119	47	450
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	143	119	98	62	422

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	2	147	189	227	177	742

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	3	4	4	4	16

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	672	660	704	619	2655
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	102	173	196	235	706
One or more suspensions	0	0	0	0	0	0	0	0	0	53	41	36	29	159
Course failure in ELA	0	0	0	0	0	0	0	0	0	130	186	288	179	783
Course failure in Math	0	0	0	0	0	0	0	0	0	108	247	307	257	919
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	147	102	146	117	512
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	156	128	67	143	494

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	192	245	306	282	1025

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	8	2	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	3	5	2	13

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	672	660	704	619	2655
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	102	173	196	235	706
One or more suspensions	0	0	0	0	0	0	0	0	0	53	41	36	29	159
Course failure in ELA	0	0	0	0	0	0	0	0	0	130	186	288	179	783
Course failure in Math	0	0	0	0	0	0	0	0	0	108	247	307	257	919
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	147	102	146	117	512
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	156	128	67	143	494

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	8	2	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	3	5	2	13

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	55%	56%	54%	54%	56%
ELA Learning Gains				51%	53%	51%	52%	51%	53%
ELA Lowest 25th Percentile				35%	40%	42%	48%	40%	44%
Math Achievement				41%	43%	51%	47%	49%	51%
Math Learning Gains				58%	49%	48%	41%	44%	48%
Math Lowest 25th Percentile				61%	46%	45%	50%	39%	45%
Science Achievement				67%	70%	68%	65%	66%	67%
Social Studies Achievement				86%	73%	73%	77%	69%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	52%	52%	0%	55%	-3%
Cohort Comparison						
10	2021					
	2019	53%	50%	3%	53%	0%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	67%	-1%	67%	-1%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	69%	16%	70%	15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	30%	63%	-33%	61%	-31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	53%	-8%	57%	-12%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

This information was derived from our progress monitoring assessments for our tested subject areas as defined by OCPS. The data was pulled using the student item analysis and baseball card reports in Performance Matters.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	62	55	57
	Economically Disadvantaged	49	41	46
	Students With Disabilities	22	13	24
	English Language Learners	26	32	24
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	52	58
	Economically Disadvantaged	37	54	55
	Students With Disabilities	44	39	32
	English Language Learners	45	61	56
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	86	88	81
	Economically Disadvantaged	78	81	74
	Students With Disabilities	89	82	40
	English Language Learners	53	64	65
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63	54	52
	Economically Disadvantaged	29	41	41
	Students With Disabilities	25	28	22
	English Language Learners	28	12	19
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47	47	49
	Economically Disadvantaged	41	44	48
	Students With Disabilities	25	39	43
	English Language Learners	53	46	49
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	65	49	42
	Economically Disadvantaged	63	41	38
	Students With Disabilities	42	30	24
	English Language Learners	80	52	43
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	N/A	40	50
	Economically Disadvantaged	N/A	40	33
	Students With Disabilities	N/A	0	N/A
	English Language Learners	N/A	100	100

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14	20	22
	Economically Disadvantaged	17	20	19
	Students With Disabilities	11	19	22
	English Language Learners	16	22	28
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	25	17
	Economically Disadvantaged	29	22	22
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	58	66	58
	Economically Disadvantaged	59	62	59
	Students With Disabilities	45	50	40
	English Language Learners	23	44	30

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33	17	66
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	N/A	0	100
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	66	100	100
	Economically Disadvantaged	0	100	100
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	0	100	100
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	67	86	100
	Economically Disadvantaged	33	75	100
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	0	0	100

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	44	41	13	32	38	35	47		98	27
ELL	27	48	34	13	31	33	43	36		100	57
ASN	81	71	62	47	44		88	82		100	88
BLK	53	52	41	26	33	10	61	62		99	61
HSP	51	53	43	19	25	22	56	68		99	65

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	63	50		35	23		69			100	93
WHT	72	63	50	32	43	46	86	87		100	77
FRL	48	48	38	15	18	17	51	66		100	64
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	28	24	27	59	62	35	59		93	48
ELL	20	35	30	27	60	69	34	59		96	66
ASN	79	56	27	72	41		88	98		100	89
BLK	43	46	28	27	54	50	59	79		98	64
HSP	48	50	36	36	58	63	60	82		98	72
MUL	56	45		36			71	90		100	65
WHT	70	58	38	61	64	77	78	92		100	74
FRL	46	48	34	37	56	60	61	84		98	71
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	16	41	40	15	27	40	21	51		85	17
ELL	13	35	38	26	40	39	29	41		90	30
ASN	85	75	69	76	45		89	85		97	78
BLK	44	50	55	41	32	56	58	75		100	48
HSP	45	46	43	42	41	51	58	73		96	45
MUL	60	56		42	33		70	76		100	57
WHT	67	59	55	62	47	48	77	87		96	65
FRL	46	49	47	43	39	49	58	73		96	47

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	605
Total Components for the Federal Index	11
Percent Tested	91%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	74
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Algebra 1 and Geometry featured similar trends in their data. The vast majority of students in those subject areas testing at Level 1 (69% in Alg. 1 and 52% in Geometry). Algebra 1 continued to show lower performance amongst our black, SWD, and ELL sub groups while Geometry had our Black subgroup achieve at the same overall level of all students, but with SWB and ELL just a bit lower. Hispanic testers were the lowest subgroup. Our first time test takers/Freshman achieved well beyond the mean in Geometry with 41% proficiency. 10th grade at 27%, 11th grade at 9%, and 12th grade at 60% but with only 5 students testing. The area of focus with Geometry is our ELL, SWD, Hispanic, and retake testers. In Algebra 1, our 9th grade students tested at 22%, 10th at 12%, 11th at 0%. Our first time test takers are achieving at a greater rate than our retakers. ELA 9 and 10 both improved their performance from 18/19 and together in overall proficiency. ELA 9 scored at 55%, ELA 10 at 60%. The overall distribution of scores showed positive trends in learning gains. Biology trends show our 9th grader students far outperforming the mean at 81%, with 10th grade at 39%. Our ELL students struggled at 35% but our SWD students performed above the mean at 68%. US History trends show that our SWD students are on par with others but ELL is lagging at 32%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Algebra 1 and Geometry show the greatest need for improvement. Algebra 1 performed at a 16% proficiency rate while Geometry performed at a 28% proficiency rate. Within Algebra 1, our SWD, ELL, and Black students are the subgroups that struggled the most. In Algebra 1, our Black students performed at a 14% proficiency rate, our SWD students at 9%, and our ELL students at a 9% rate. In Geometry, there was greater achievement in those subgroups by a large margin. However, our ELL students still underperformed with 24% proficiency. Both groups have a need to increase learning gains across all subgroups. Algebra 1 had 69% test in Level 1 as opposed to only 15% in Level 2, 14% in Level 3, 2% in Level 4, and 1% in Level 5. Geometry had 52% test in Level 1 as opposed to only 19% in Level 2, 20% in Level 3, 6% in Level 4, and 2% in Level 5. Finally, our retakers in both Algebra 1 and Geometry are an area of focus as well.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

We continue to experience a gap in overall proficiency when students enter our Algebra 1 and Geometry classrooms meaning that our constant focus is on recovering lost learning while teaching grade level curriculum. The language gap with ELL students as well as a lack of emphasis on academic vocabulary and a universal design for assessments exacerbates the issue. This past school year was the first the featured strong academic support systems as well and those will continue and expand into the new year. Additional actions will include a flipped classroom approach in Algebra 1 leading to small group rotations on a daily basis within the classroom. Geometry will expand the use of mastery unit assessments and will restructure sequencing to allow for natural connections to occur with the content. Both groups will focus on equity in grading and universal design for learning in assessments. Both groups will incorporate writing to learn and writing to show knowledge strategies to include academic notebooks in Geometry.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA 9 and 10 both improved performance from the 18/19 school year. Our first time test takers show improvement which correlates to our 9th grade students in Algebra 1 and Geometry as well as our 10th grade first time test takers in ELA 10 and our 11th grade first time test takers in U.S. History. Geometry showed growth in our Black subgroup's proficiency. Biology and U.S. History also showed growth with SWD students.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The strategies implemented for these students correlates to those who were taking these assessments for the first time after experiencing the positive changes being made in our classrooms. These students experienced a massively expanded placement of options for extra time and support as well as a shift to mastery learning in the classroom.

What strategies will need to be implemented in order to accelerate learning?

Priorities for accelerated learning this school year fall under two broad categories, reintegration of students and combating unfinished learning. With this, we will focus on lesson design, assessments, inclusivity, and relationships in our classrooms. Some tenants of this include more active, hands-on, project based learning, increasing student voice in the classroom, more feedback and fewer grades, multiple ways to test that demonstrate mastery, UDL learning experiences, culturally relevant classroom materials, and restorative practices within classrooms. Strategies to accelerate learning in terms of combating unfinished learning include starting from day one with grade level content and rigor, focusing on depth of instruction over pace, prioritizing critical content, ensuring the inclusion of ELL and SWD students, the identification and addressing of gaps in learning through instruction, and capitalizing on shared experiences.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our teachers will participate in professional learning during pre planning wrapped around acceleration of learning. These sessions include the reintegration of our students and combating unfinished learning, SELL strategies focused on grading for equity, MTSS, and our new schoolwide writing initiative. Throughout the year, teachers will participate in professional learning Wednesdays where they are able to give feedback on what they need and then choose the learning that is best for them at the time, participate in consultancy protocols, participate on both sides of peer observations, utilize Pineapple charts for feedback, and other opportunities that will arise. We have also partnered with the Florida Inclusion Network to provide Content Enhancement and Universal Design for Learning trainings.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our school offers many services. Our SAFE Coordinator, School Mental Health Counselor, and New Horizons' counselor provide SELL services daily. Our deans and guidance counselors are not located in proximity of each other and are in student support teams. We will begin our tutoring program in the second week of school that includes options for extra time and support for students in all types of levels and content areas. We have built and are implemented a comprehensive MTSS process this year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	While ELA scores continue to improve at our school, there is still a need to improve achievement across the board as well as with specific subgroups of students. We see deficits in writing and reading skills specifically with our SWD and ELL students but also with our lowest level learners. The most recent testing data shows that learning gains are occuring leading to higher overall achievement yet we are still experiencing students entering their 11th and 12th grade year without ELA proficiency being met at a concerning level. UHS features a large population of SWD and ELL students and since these are targeted subgroups, closing the achievement gap in ELA is crucial. Data also shows an inequity amongst students in different classrooms. PMA achievement does not necessarily reflect FSA proficiency and summative assessments linked to PMA 3 show the need to move learning to the point of students being able to apply they concepts they learned to unique situations instead of rote learning.
Measurable Outcome:	University High School will increase overall ELA achievement by 5% for all subgroups.
Monitoring:	University High School has implemented several strategies to monitor progress towards the desired outcome. Our Universal Screening Guide shows us how and when we should evaluate student proficiency as part of our core instructional program. Our comprehensive progress monitoring plan includes parent/student forums after each report card, the use of consultancy protocols based on the percentage of students with a D or F in a classroom, individual student tracking via PLCs, our newly rebuilt MTSS process, and our monthly progress monitoring report outs. Our Reading Specialist is also required to submit weekly check ins for ELA to the Principal. ELA 9 and 10 are also implementing mini lessons this year on a bi-weekly basis in which students will go to master teachers in that subject area for extra help on standards they struggle with.
Person responsible for monitoring outcome:	Daniel Abalo (daniel.abalo@ocps.net)
Evidence-based Strategy:	The ELA 9 and 10 team will be implementing Canvas mastery paths this year on a bi-weekly basis. As instruction occurs within our core instructional program, areas of strength and deficit will be identified by student, by standard and that information will be used to create groupings for the mini-lesson. Formative and summative data, as appropriate, will be used to determine which teacher experienced the most success in terms of student proficiency, by standard. As the mini-lessons are planned, students will be grouped based on standard proficiency and then will get extra time and support with the teacher that is best suited for that standard. This Targeted Approach to Proficiency (T.A.P.) will provide students with differentiated remediation and enrichment using mastery paths that directly cater to their individual needs. This will occur bi-weekly to start or as needed if it is beneficial to do it more often.
Rationale for Evidence-based Strategy:	The implementation of real time interventions in the context of the instructional day and as learning is occuring is a key component within RTI and work and any intervention system. Using data to drive decision making regarding where students need more time and support as well as who is best to give it to them is a highly effective strategy that allows for real time support for students.
Action Steps to Implement	

Professional Development
District training will be a central focus, aligning our vision for improved instruction, while supporting

teachers' professional growth.

Person Responsible Daniel Abalo (daniel.abalo@ocps.net)

Professional Development
Professional Development Wednesdays (monthly) provides up to 4 selectable sessions ranging from digital resources, digital tools, engagement strategies, teacher resources, and peer-support groups Additional professional development opportunities include consultancy protocols and peer-observations through our Pineapple Chart schedule where teachers volunteer to open their practice/classroom to peer teachers.

Person Responsible Daniel Abalo (daniel.abalo@ocps.net)

Professional Learning Communities (PLC's)
ELA teachers will meet weekly during their common planning to focus on student achievement, data analysis, the scaffolding of course content, engagement strategies, and student accountability.

Person Responsible Daniel Abalo (daniel.abalo@ocps.net)

Professional Learning Communities (PLC's)
ELA teachers will assess and review student outcomes and share data analysis with the assessing administrator; with a focus on lower-performing students in all subgroups.

Person Responsible Daniel Abalo (daniel.abalo@ocps.net)

Student Support (Early Intervention/Standards-Based Mastery/Tutoring)
Teachers will offer individual/small-group tutoring after school (several teachers offer tutoring through the school-wide calendar schedule).

Person Responsible Daniel Abalo (daniel.abalo@ocps.net)

Student Support (Early Intervention/Standards-Based Mastery/Tutoring)
ELA 9/10 will be implementing T.A.P. Thursdays (Targeted Approach to Proficiency) for all students; including remediation and enrichment through Canvas Mastery Path modules.

Person Responsible Daniel Abalo (daniel.abalo@ocps.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Algebra 1 and Geometry continue to be the content that requires the greatest level of growth in terms of student achievement. This consideration applies across the board for all subgroups and especially our SWD, ELL, and Lowest 25% learners. The most current data show that while our school is in the top half of high schools in the district in terms of proficiency, we have major gaps in achievement. The most recent EOC results show 16% overall proficiency with Algebra 1 and 28% overall proficiency with Geometry. Within both, the overwhelming majority of students tested at a Level 1 with few as Level 2 and above. This indicates that we are not experiencing learning gains with our students nor our Lowest 25% of students. However, our first time test takers scored 8% higher than the average in Algebra 1 and 18% higher in Geometry. This data gives credence to the impact that the changes in instruction, lesson design, and classroom design implemented within the 2020-2021 school year has had on our students. Therefore, focusing on learning gains for all subgroups instead of overall proficiency will give us the greatest outcomes moving forward.
Measurable Outcome:	University High School will increase math learning gains by 5% for all subgroups in Algebra 1 and Geometry.
Monitoring:	University High School has implemented several strategies to monitor progress towards the desired outcome. Our Universal Screening Guide shows us how and when we should evaluate student proficiency as part of our core instructional program. Our comprehensive progress monitoring plan includes parent/student forums after each report card, the use of consultancy protocols based on the percentage of students with a D or F in a classroom, individual student tracking via PLCs, our newly rebuilt MTSS process, and our monthly progress monitoring report outs. Our Math Coach is also required to submit weekly check ins for Algebra 1 and Geometry to the Principal. Algebra 1 is also implementing mini lessons this year on a weekly basis in which students will go to master teachers in that subject area for extra help on standards they struggle with. Geometry is expanding the implementation of unit mastery exams utilizing UDL concepts.
Person responsible for monitoring outcome:	Frederick Corn (frederick.corn@ocps.net)
Evidence-based Strategy:	Algebra 1 will continue and expand upon the implementation of our In the Huddle intervention featured every Friday. We will continue to utilize our UCF tutoring partners as well as our Math Coach and ESE Paraprofessionals to drive this strategy. In the Huddle groups students based on proficiency in the standards so that those that need re-teaching on a standard get that while others are accelerated. It is done weekly and as the learning is occuring. A change this year will be the utilization of our Math Coach to ensure that small group instruction is adequate within those groups that the Algebra 1 teachers are not working with. Geometry is expanding their use of unit mastery tests to allow students multiple opportunities to show what they know, even after the fact. These modules re-teach or enrich and then give students the opportunity to be assessed towards mastery of the content.
Rationale for Evidence-based Strategy:	Both interventions allow students multiple opportunities to interact with content on multiple occasions while showing their knowledge in a variety of ways. These align to Universal Design for Learning concepts as well as mastery learning concepts. Since our overall proficiency in both areas is low, it is crucial that our students are not penalized for the learning process and that we used mistakes as a growth tool to further learning instead of penalizing students for them.

Action Steps to Implement

In the Huddle Interventions

Person Responsible Cindy Schmitt (cindy.schmitt@ocps.net)

PLC focus on identified individual students including skill and will interventions and use of newly designed MTSS plan. PLC data tracking sheet with targeted student lists identifying skill and will interventions as it pertains to progress monitoring.

Person Responsible Frederick Corn (frederick.corn@ocps.net)

Identify targeted students within the SWD, ELL, African-American subgroups for progress monitoring. list individual targeted students that are identified as SWD, ELL, and African-American on a data tracking sheet for progress monitoring.

Person Responsible Frederick Corn (frederick.corn@ocps.net)

Identify targeted students within the bottom 25% for progress monitoring. List individual targeted students that are identified as bottom 25% on a data tracking sheet for progress monitoring.

Person Responsible Frederick Corn (frederick.corn@ocps.net)

Classroom calibration walks and Pineapple Chart observations. Provide written actionable feedback to teachers.

Person Responsible Frederick Corn (frederick.corn@ocps.net)

Lesson planning to include small group instruction which allows for interventions with targeted students. PLC Agendas with plan for interventions, classroom walk-through trends, and intervention tracking sheet.

Person Responsible Frederick Corn (frederick.corn@ocps.net)

Bi-weekly pullouts for standard-specific interventions with our instructional coach for our targeted students based on assessment data.

Person Responsible Cindy Schmitt (cindy.schmitt@ocps.net)

#3. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our ELL and SWD students continue to show an achievement gap as opposed to other subgroups. 20/21 data shows the following: Algebra 1 - ELL at 9%, SWD at 9% Geometry - ELL at 24%, SWD at 23% Biology - ELL at 35%, SWD at 68% US History - ELL at 32%, SWD at 70% Proficiency data within these subgroups does appear to be related to a lack of learning gains which will be our focus.
Measurable Outcome:	University High School will increase tour SWD and ELL student learning gains by 5% within all tested subject areas.
Monitoring:	University High School has implemented several strategies to monitor progress towards the desired outcome. Our Universal Screening Guide shows us how and when we should evaluate student proficiency as part of our core instructional program. Our comprehensive progress monitoring plan includes parent/student forums after each report card, the use of consultancy protocols based on the percentage of students with a D or F in a classroom, individual student tracking via PLCs, our newly rebuilt MTSS process, and our monthly progress monitoring report outs. Our Math and Reading Coach is also required to submit weekly check ins f to the Principal. PLCs are required to use a student tracking form that identifies student proficiency by standard to drive instructional decision making.
Person responsible for monitoring outcome:	David Schmidt (david.schmidt@ocps.net)
Evidence-based Strategy:	The following will occur to meet our goal. Intervention and enrichment - ELA and Math teachers provide enrichment and remediation intervention to targeted students based on assessment performances. MTSS - early identification and intervention regarding academic, behavioral, and SEL issues. Tutoring - Extra time and support will begin the 2nd week of school. Guidance Services focused on student centered scheduling, graduation checks twice a year, mid year data reviews, student meetings, parent conferences, class cohort sheet data monitoring on assessments, GPA, credits, and acceleration. Teachers are also tiered in terms of support.
Rationale for Evidence-based Strategy:	All strategies allow students multiple opportunities to interact with content on multiple occasions while showing their knowledge in a variety of ways. These align to Universal Design for Learning concepts as well as mastery learning concepts. Since our overall proficiency for both subgroups is low, it is crucial that our students are not penalized for the learning process and that we used mistakes as a growth tool to further learning instead of penalizing students for them.
Action Steps to Implement	

Targeted student interventions –
o In the Huddle for math
o TAP for ELA
o Weekly differentiated instruction (Small group) in US History

Person Responsible   David Schmidt (david.schmidt@ocps.net)

MTSS intervention support.

Person Responsible   Daniel Abalo (daniel.abalo@ocps.net)

Parent/Student Forums

Person Responsible   David Schmidt (david.schmidt@ocps.net)

Weekly data analysis of summative and formative assessment within PLC team meetings using the UHS common PLC agenda. This analysis will guide instruction and the need for targeted student intervention.

Person Responsible   David Schmidt (david.schmidt@ocps.net)

Develop a partnership with FIDLRS and the Florida Inclusion network to implement professional development focusing on strategies to support students with disabilities
o Strategic Instructional Model strategies
o Content enhancement
o Using Accommodations and modifications in your class room to support your students with disabilities

Person Responsible   David Schmidt (david.schmidt@ocps.net)

Professional development to help teachers support students with ELL needs.
• How to use vocabulary to improve reading fluency for ELL students
• Supporting reading comprehension

Person Responsible   David Schmidt (david.schmidt@ocps.net)

Intentional scheduling of students to include access to rigorous course loads.

Person Responsible   Sherry Langston (sherry.langston@ocps.net)

#4. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	Early Warning Indicator data represent a snapshot of the health of the conditions of a school. They directly link to the culture and climate present as well as the systems in place to help a school meet it's goals. UHS was at a point where our early warning indicator data was indicating that the conditions for student success was not present on our campus to the extent they should be. Additionally, reducing the number of students with less than 90% attendance, one or more suspensions, who fail a course in ELA or Math, and especially the amount of students with two or more early warning indicators crosses over to our other SIP objectives as well.
Measurable Outcome:	University High School will decrease the percentage of students in each early warning indicator by 10%.
Monitoring:	University High School has implemented several strategies to monitor progress towards the desired outcome. Our Universal Screening Guide shows us how and when we should evaluate student proficiency as part of our core instructional program. Our comprehensive progress monitoring plan includes parent/student forums after each report card, the use of consultancy protocols based on the percentage of students with a D or F in a classroom, individual student tracking via PLCs, our newly rebuilt MTSS process, and our monthly progress monitoring report outs. Our Math and Reading Specialist is also required to submit weekly check ins for ELA/Math to the Principal. UHS also features a comprehensive progress monitoring plan for additional data points related to early warning indicators.
Person responsible for monitoring outcome:	Thomas Ott (thomas.ott@ocps.net)
Evidence-based Strategy:	Parent Student Forums - Parent Student Forums take place after each report card (Quarter 1, 2, and 3) Home Visits - Targeted students / families that did not attend the Parent Student Forum will be visited at home the week following the Parent Student Forums. Home visits will also take place as needed based on the needs identified by guidance and student services. Consultancy Protocols for teachers with disproportionate number of D and F grades. PLCs - Focus of each will be to ensure that academic instruction is standards based and student progress is being monitored and interventions are taking place based on individual student needs. Truancy Meetings to be monitored weeky.
Rationale for Evidence-based Strategy:	These interventions represent a systematic approach that helps ensure all students receive the time and support needed to learn at high levels with an emphasis on timely identification of students who need more time and support. We cannot ensure the success of every student without this.
Action Steps to Implement	

Parent Student Forums
o Parent Student Forums take place after each report card (Quarter 1, 2, and 3)
o Connect Orange Email and voice message is sent to each student with one or more Ds or Fs on their report card
o At the Parent Student Forum each family is given a copy of their current transcript, important school information (how to access skyward, tutoring schedule, etc….), attendance report, and graduation action plan. The graduation action plan is completed during the meeting with either a member of the administrative team, guidance, or UHS staff member.

Person Responsible David Schmidt (david.schmidt@ocps.net)

Home Visits
o Targeted students / families that did not attend the Parent Student Forum will be visited at home the week following the Parent Student Forums. Home visits will also take place as needed based on the needs identified by guidance and student services.

Person Responsible Frederick Corn (frederick.corn@ocps.net)

Consultancy Protocols for teachers with disproportionate number of D and F grades
o At the progress report period of each quarter and the end of the quarter a report of the number of Ds and Fs a teacher assigns will be generated. Teachers identified as having a disproportionate number of Ds and Fs will participate in a consultancy protocol with their peers.
o The consultancy group will be made up of members of the teacher's PLC along with other teachers from outside of the PLC
o The assessing administrator for the teacher Identified will act as the facilitator and will conduct a follow up observation one week after the completion of the consultancy protocol

Person Responsible Thomas Ott (thomas.ott@ocps.net)

PLC
o The Focus of each PLC will be to ensure that academic instruction is standards based and student progress is being monitored and interventions are taking place based on student needs.
o Updated UHS grading practices
o Standardized PLC agenda
o Student tracking sheet - Tracking sheets will be developed and updated by each PLC
o Tutoring Plan – Tutoring will start the second week of school.

Person Responsible Thomas Ott (thomas.ott@ocps.net)

PMA data will be used to help guide PLC instructional practices to include remediation on low performing standards as well as targeted support for students that are struggling,

Person Responsible Thomas Ott (thomas.ott@ocps.net)

MTSS
o MTSS Student referral form (early Identification and early intervention) (Google Form)
o MTSS Planning form/Intervention Menu for MTSS Team (3 teams: Academic/Behavioral/SEL)
o MTSS Tracking guidelines and review (6 week minimum tracking per student)

Person Responsible Daniel Abalo (daniel.abalo@ocps.net)

UHS School Wide Tutoring Plan - School wide tutoring will begin the 2nd week of school 8/16/21

Person Responsible Frederick Corn (frederick.corn@ocps.net)

Truancy Meetings
o Each Dean is responsible for monitoring the truancy report for each of their students in their Alpha group
o 5,10 day truancy reports are to be monitored weekly and letters sent to each family
o Informal meeting with parent and guardian to discuss attendance
o Scheduling and conducting Attendance Child Study Team Meetings if first meeting does not result in a change in attendance practices.
o Implementing and monitoring interventions develop as a result of the Attendance Child Study Team Meetings

o Working with School Social worker for family and student support. This also includes court interventions as needed to assist with truancy.
o Home visits
o Monitoring form

Person Responsible Patrick O'donal (patrick.odonal@ocps.net)

#5. Other specifically relating to Acceleration	
Area of Focus Description and Rationale:	Accelerated learning opportunities for students ultimately help them reach their postsecondary goals. Our goal for every student is a successful career once they leave UHS. To help them reach this goal, it is imperative that we help every student meet graduation requirements in a manner that allow for accelerated course loads instead of remedial classes in their junior and senior year. Achieving our goal for acceleration would indicate that students are earning this accolade early in their high school career thereby giving more opportunities in scheduling in terms of rigorous coursework and dual enrollment opportunities. Our current acceleration rate of 71% is linked to the percent of students not enrolled in an accelerated opportunity or the "right" opportunity as well as low participation in Valencia and Orange Technical College dual enrollment opportunities. Our Advanced Placement passage rate rose 4% but our number of students participating in AP courses and taking those exams is lessening. Our IB diploma rate is 98% but attrition within the IB program as well as lower enrollment lessens that impact. Our industry certification passage rate for our CTE programs needs attention as well.
Measurable Outcome:	University High School will increase our overall Acceleration rate to a minimum of 80%
Monitoring:	UHS has created a comprehensive tracking sheet for acceleration opportunities as well as accelerated scheduling for students. This allows us to know which students are scheduled for these opportunities and within those opportunities, when they will have the opportunity to gain that point. This data is reviewed monthly and is constantly updated as those opportunities present themselves. IB progress is monitored as IA's and upper level exams come into play as well as PMA data in the lower grade levels for core content. AP progress is monitored through the use of mock exams. All industry certifications feature a pre-test which gives a benchmark of progress per student. A change this year is the utilization of this information being a major component of our CTE PLCs to give rise to data driven decision making in these subject areas, which is not always present within CTE programming.
Person responsible for monitoring outcome:	Sherry Langston (sherry.langston@ocps.net)
Evidence-based Strategy:	Meeting our acceleration goal starts with the development of a students post-secondary plan in their freshman year which is a new process at UHS. This information will then guide scheduling with the expectation that every student is scheduled into the appropriate accelerated opportunity by the end of their sophomore year. We also have a measurable goal of 10% of our student population taking part in dual enrollment opportunities and we have worked with the CTE district office to provide additional, on campus, opportunities for acceleration. Our CTE, AP, and IB instructors are all working in PLCs as well as with our schoolwide teams to implement our writing plan, SEL strategies, and literacy across contents.
Rationale for Evidence-based Strategy:	Intentional scheduling of students is key for success in meeting this goal. Giving students who may have struggled in the past high expectations and the belief and support to help them be successful in accelerated opportunities is crucial. Viewing the start of the process as the creation of our postsecondary plans is crucial because that plan gives a roadmap of success and potential AP, CTE, and/or DE courses that the student will know is mapped out from the beginning of their high school career. Giving that knowledge and allowing students to work towards those opportunities from the start is critical.
Action Steps to Implement	

Intentional scheduling for all students to provide them classes that correlate with their post-secondary goals and allow for earning an acceleration point.

Person Responsible   Sherry Langston (sherry.langston@ocps.net)

Tutoring opportunities will be provided for students in AP courses and CTE courses in which students can earn an industry certification.

Person Responsible   Frederick Corn (frederick.corn@ocps.net)

Ensure that 100% of students in CTE courses are provided with at least one opportunity to test for the Industry Certification. Retest all students that failed a previous Industry Certification test earlier in the school year.

Person Responsible   Sherry Langston (sherry.langston@ocps.net)

Students will complete two AP mock exams with AP level questions to track progress and growth throughout the school year.

Person Responsible   Wanda Alvarado (wanda.alvarado@ocps.net)

Progress Monitor all students enrolled in AP and CTE courses. Teachers will be provided with opportunities to meet with their PLC teams each week.

Person Responsible   Sherry Langston (sherry.langston@ocps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The primary area of concern is our very high rating for violent incidents. The primary area of concern within violent incidents is fighting and other physical altercations. Our secondary area of concern is the overall 3.2 incidents per 100 students as that would represent a consistent presence of negative behaviors on our campus. School culture and environment through the lense of behavior/discipline data will be monitored by reviewing student discipline data (infractions, grade, gender, ethnicity, SWD/ELL, OSS and PASS days, number of referrals by teacher), Cougar Credit usage (PBIS system), attendance and tardiness. This data will be reviewed weekly and will be used as a basis to inform decision making for our student services programs.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Culture is everything at UHS. We go about building and maintaining a positive school culture and environment through our day to day way of work. Most recently, we have used feedback from our entire faculty and staff, observational data points, student achievement metrics, and more to create our Cougar Commitments. These commitments are what our staff, students, and families can expect from us every day, as we serve our students. These commitments are founded on the belief that the student is the most important person on our campus and that all students can learn as we meet their individual needs. Not only are the Cougar Commitments shared with our faculty and staff, they are shared with our families at the start of the school year. UHS has implemented a comprehensive "New to the U" induction program in which we proactively and strategically go well beyond the scope of a new staff member orientation program to ensure that our new Cougars become part of the fabric of our school and are not isolated in their classrooms. UHS values and cultivates leadership from within our staff and seek to grow our own. To that end, many teacher leaders are in visible roles to help move student achievement forward. Our entire SELL Team is made up of instructional leaders and our PLC leads are tasked with modeling the values we have within our Cougar Commitments. A huge tenant of the foundation of our school is celebrating our successes. Each Sunday, our team receives our Sunday Start-Up publication that includes celebrations and great things happening in our classrooms and all around our school. We are now in our second year of the use of "The Paw" which allows staff members to give a ceramic paw to a peer and publicly praise them for what they do. There are additional examples such as this that are already implemented or will be this year but the greatest impact to our positive school culture is that we trust, respect, and take care of each other, all while ensuring that students learn. This allows for the right conversations to occur with forward movement resulting from them. This allows us to confront the brutal facts yet work together to overcome them. This also allows us to work together to accelerate learning in our classrooms.

In terms of a positive school culture for students, we are intentional about using the feedback we receive, whether formally or informally to effect positive change. One of the biggest indicators of a positive environment is what our early warning indicators show as well as what participation in extracurricular activities looks like. Two years ago, our early warning indicator data was startling indicating that the conditions for student success were not in place for all students. In just a year's time, we have significantly reduced the number of students exhibiting these issues by improving our communication, seeking mastery instead of traditional grading, incorporating grace and hope in grading to the effect of a truly safe learning environment, establishing high expectations, and then providing the supports to help people meet those expectations. Participating in extracurriculars was also low in previous years expect for performing arts. Even through the previous school year, we have been able to put the right people in those seats that attract students to join them and be a part of something more. A major component of our student services process

is our Cougar Credit System which is predicating on the ability for students to earn points (positive credits) for positive behaviors. These points can be assigned by any staff member and can then be redeemed for a variety of items, some more substantial than others. New this year is the implementation of the Cougar Express Pass which promotes high academic achievement. If students meet certain academic expectations, they can get this pass which gets them in free to all athletic events. While at the event, students can sit in newly designated student sections to cheer on their peers. Additional examples are in place as well.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our entire faculty and staff subscribe to the ideal of "Staffulty" at UHS. Staffulty is the ideal that no one person is more or less important than another in serving our students and that ALL students are OUR students. Therefore, every single member of our Cougar family is an important stakeholder in the promotion of a positive culture and environment at school. This expectation and vision starts with the Principal modeling these expectations and then filters next to the administrative and leadership team. To be a part of that team, you must model the appropriate behaviors and lead from the front. Every Staffulty member, as a Cougar Commitment, is expected to come to work each day ready to take care of each other, with a growth mindset, with the realization that we are in this together, and as force of positivity that not only models positivity, but that helps extinguish negativity.

Our students are another important stakeholder in promoting a positive culture and environment. Our leadership team has worked diligently to implement and communicate high expectations for all students. As they are told when they enter UHS, we simply expect that graduation will come so our focus for each of them is not that, but gainful employment when they are done with their education. We capitalize on our student leadership to model behavior and help to integrate those who are not meeting expectations. One example of how our students are a positive force on campus is our INTeam students. These are upperclassmen who go into core content classrooms to support struggling students on a daily basis.

Our parents, families, and community members are another important group of stakeholders. We are intentional about pushing out as much information as possible to this group on a weekly basis and often, several times a week. We gain insights through our SAC, PTSA, Performing Arts Advisory Board, Performing Arts Parent Board, parent meet and greets, parent forums, surveys and more. Starting with the Principal, parents are informed of our expectations on how they can best partner with our school to support our students. This includes clear communications regarding how communications will be sent out and where to find, how to access Skyward, and more. Our PTSA has been recognized at the state level for their positive impact on our school as well. Finally, our teacher utilize community members to give time, support, and opportunities to our students. An example includes our dance instructor hosting master classes with renowned performers throughout the year. Another example is our CTE partners in the community giving students opportunities to enter into paid internships throughout the summer.