University High

2022-23 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: 7/21/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2021-22 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	2021-22: B (59%) 2018-19: A (62%) 2017-18: B (58%)
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	ATSI
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
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
Langston, Sherry	Assistant Principal	Safety & Security, Curriculum & Instruction, Professional Development, Fine Arts, World Languages, OCVS/Credit Recovery Labs, PE and Wellness, Testing/College Board, Master Schedule, Co-Data Lead, FTE Survey Completions, EOY & PY Data Processing, CCRC/Bright Futures/ FAFSA/S.S., College & Career DE, Golden Ticket, Open House, Mastery Prep, OSP Online Practice Plan, Guidance Services, PLC Facilitation, Advanced Placement, MTSS Team Member, Staff Celebrations, Student Celebrations and Sunday Start-Up
Abalo, Daniel	Assistant Principal	Safety & Security, Curriculum & Instruction, ESOL, MTSS Program, MAO Mentor Coordinator, PLC Facilitation, Social Studies, Cougar Express Card Program, Vet Assisting and Ag., Fixed Asset Inventory, CTE/PLTW/Learn to Start, Athletics and Band, Custodial, Freshman Fun Friday, Open House/Meet the Teacher, Non-Faculty, Athletic Coaches, Meet the Teacher, Threat Assessment Team Member, Technology/Digital Devices, Facilities, Title IX Secondary Investigator and Sunday Start-Up
Cartagena, Luz	Assistant Principal	Safety & Security, Curriculum & Instruction, Co-Data Lead, Math, Science , Intervention Programs, New, Teacher Induction Program, SEL Implementation, School Volunteers, Student Assistants, MCJROTC, Facilitation of PD Wednesdays, College Interns and Tutors, Media Center/ Textbooks, PLC Facilitation, MTSS, Team Member, STAT Member, Teach-In Coordinator, College Volunteer Coordinator, ESSER Interventionists, Sunday Start-Up, Media Center
Smith, Lataniah	Assistant Principal	Safety & Security, Curriculum & Instruction, Student Services Program, Attendance, PASS and SAFE, Summer, School/ESY, Supervision Roster, ELA/Reading, Emergency Management Plan, Cougar Credit System, PLC Facilitation, FSSAT Assessment, PackBack , Threat Assessment Lead, Title IX Coordinator, Itinerants, ESE/Content Enhancement, Emergency Drills, MTSS Team Member,Red Carpet Customer Service,Sunday Start-Up and 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

Name	Position Title	Job Duties and Responsibilities
		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.
Washington, Doyle	Dean	Safety and Security, Instructional Feedback/Observations, Algebra 1 PLC Support, Student Parking Lead Process Referrals, Manage Student Discipline Program, TATM, Home Visits, Staff/Student Recognitions, Facilitate Cougar Credit Program, Student Attendance Lead, Student Code of Conduct, Student Detentions Class Meeting Presentations Lead, Staffulty PD, Restorative Practices Lead, MTSS Team Member Participate in 504/IEP Meetings Duty Roster (Evening), Sunday Start-Up , Safety Plan , Supervision Plan, Emergency Drills and Student ID
Tomasi, Courtney	Dean	Safety and Security, Instructional Feedback/Observations, Biology PLC Support, Student Parking, Process Referrals, Manage Student Discipline Program, TATM, ADDitions Coordinator, Home Visits, Staff/Student Recognitions Lead, Cougar Credit Program Lead, Student Attendance, Student Code of Conduct, Student Detentions Lead, Class Meeting Presentations, Staffulty PD, MTSS Team Member, Participate in 504/IEP, Meetings, Duty Roster (Evening) Lead, Sunday Start-Up Lead, Safety Plan , SELL Team Member, Supervision Plan , Emergency Drills, Golden Ticket Lead
Nieves, Kaylin	Dean	Safety and Security, Instructional Feedback/Observations, ELA 9 PLC Support, 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, MTSS Team Member, Partners in Ed Co-Coordinator, Participate in 504/IEP Meetings , Sunday Start-Up, Safety Plan Lead, Supervision Plan/Duty Roster Lead, Emergency Drills Lead and Student ID Lead

Demographic Information

Principal start date
Thursday 7/21/2022, Thomas Ott

Number of teachers with a 2022 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.*
2

Number of teachers with a 2022 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.*

10

Total number of teacher positions allocated to the school

153

Total number of students enrolled at the school

2,586

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

24

Identify the number of instructional staff who joined the school during the 2022-23 school year.

18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	705	642	635	604	2586
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	193	240	266	241	940
One or more suspensions	0	0	0	0	0	0	0	0	0	59	92	90	45	286
Course failure in ELA	0	0	0	0	0	0	0	0	0	20	15	23	23	81
Course failure in Math	0	0	0	0	0	0	0	0	0	23	21	58	59	161
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	195	184	154	0	533
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	160	94	141	91	486
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	178	183	210	113	684

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	3	4	4	13

Date this data was collected or last updated

Thursday 7/21/2022

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	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

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	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

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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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	49%	51%				54%	55%	56%
ELA Learning Gains	47%						51%	53%	51%
ELA Lowest 25th Percentile	31%						35%	40%	42%
Math Achievement	34%	36%	38%				41%	43%	51%
Math Learning Gains	55%						58%	49%	48%
Math Lowest 25th Percentile	56%						61%	46%	45%
Science Achievement	62%	31%	40%				67%	70%	68%
Social Studies Achievement	80%	43%	48%				86%	73%	73%

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

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
2022					
2019	66%	67%	-1%	67%	-1%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	69%	16%	70%	15%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	63%	-33%	61%	-31%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	53%	-8%	57%	-12%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	14	31	25	14	50	52	20	46		92	48
ELL	21	38	35	23	52	46	33	68		98	70
ASN	76	67	50	70	70		92	95		100	89
BLK	48	41	22	36	53	53	51	78		99	72
HSP	41	44	30	31	57	53	56	77		98	71
MUL	50	30		46	42		69	92		95	78
WHT	59	51	32	31	46	64	68	82		97	78
FRL	38	41	28	30	50	49	53	74		98	71
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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	641
Total Components for the Federal Index	11
Percent Tested	97%

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%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The 2022 Spring FSA Math EOC results showed an upward achievement and learning gains trajectory when compared to the 2021 FSA Math EOC. Math increased achievement scores by 10%, learning gains by 25% and learning gains of the lowest quartile by 21%. Achievement gains were obtained by increasing the percentage of level 2 students that scored a level 3 or higher (40% in Algebra 1 and 31% in Geometry) Even though we achieved significant improvements the majority of the students are still performing at below proficiency levels (76% in Algebra 1 and 66% in Geometry). Algebra 1 and Geometry continued to show lower performance amongst our SWD students (10% level 3+).

The 2022 FSA ELA data trends show a decline in proficiency and in learning gains from 2021. ELA 9 proficiency declined by 8%, ELA 10 by 12% learning gains by 10% and learning gains.

Note: Data by grade level will be included once populated by RAG

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Algebra 1 achievement and learning gains of lowest quartile in ELA were the lowest school grade components. Algebra 1 performed at a 23% proficiency rate. Our SWD and ELL students were the subgroups that struggled the most. In Algebra 1, our SWD performed at 9% and our ELL students at 20% proficiency. Learning Gains for the lowest 25% were also significantly low (29%). ELA learning gains for the lowest 25 percent decreased by 13% with 31% of our students achieving learning gains.

Note: ELA subgroup data will be included included once populated by RAG

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 classes. 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 2022 state assessments, showed the most improvement?

Geometry showed the largest improvement in all three components: achievement (+10%), learning gains (+18%) for all students and the lowest quartile (+20%).

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

This increase in Geometry can be attributed to strong collaboration in Professional Learning Communities (PLCs), effective coaching support and professional development. Geometry teachers had a strong focus on utilizing evidence based strategies such as identifying critical information, processing skills, strategic collaboration and mastery learning. Teacher teams consistently monitored student performance through data analysis processes. They planned and executed instruction to differentiate the need of students in the mastery of the standards.

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

As a school we will focus on strategies that address mastery learning and student voice. As part of the mastery learning process we will focus on ensuring standards based lesson design and assessments address all levels of achievement level descriptions. This practice will ensure equitable opportunities for students to reach beyond the rigor of the standard. We will deliberately implement opportunities for revision of knowledge, student goal setting and differentiated instruction through small group instructions. Student voice will continue to be reinforced through frequent checks for understanding, collaborative learning practices and processing strategies (reading, writing, speaking and listening). We will also continue to reinforce student life skills, grading for equity, MTSS and our school-wide writing plan.

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 will focus on a variety of evidence based pedagogical strategies that reinforce mastery learning and student voice. To direct teacher professional growth, teacher agency will continue to be a focus this year. To reinforce this initiative, teachers will participate in professional learning Wednesdays. These will be driven by teacher suggestions, trends from classroom observations, followed by teacher selection of sessions that fit their professional growth needs. They will also participate in consultancy protocols and reciprocal peer observations (Pineapple charts). We have also partnered with the Florida Inclusion Network for professional development services on Collaborative Teaching and Planning.

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 implementing a comprehensive MTSS process this year.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Math increased achievement scores by 10%, learning gains by 25%, and learning gains of the lowest quartile by 21%. Even though we achieved significant improvements, most of the students are still performing below proficiency levels (74% in Algebra 1 and 58% in Geometry). Algebra 1 and Geometry continue to be the contents that require the most significant growth in student achievement. This consideration applies across the board for all subgroups.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	University High School will increase math achievement by 5% for all Algebra 1 and Geometry subgroups.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Concurrent data triangulation processes will be implemented throughout the school year. These will occur in four categories: administration and coaches, administration/coaches and teachers, PLCs, and teacher and student. Administration and coaches will conduct daily observations to determine the effective use of evidence-based pedagogical strategies that reinforce mastery learning. Actionable feedback will be provided to teachers with follow-up during the planning process. Administrators, coaches, teachers, and interventionists will analyze common assessment and STAR data trends to reflect on implemented instructional strategies and determine student progress towards benchmark mastery. These formative and summative assessment results will also be used to define and target students needing tier II and tier III interventions. We will also continue implementing parent/student forums after each report card and the use of consultancy protocols based on the percentage of students with a D or F in a classroom
Person responsible for monitoring outcome:	Luz Cartagena (luz.gonzalez-cartagena@ocps.net)
Evidence-based Strategy: Describe the evidence-based	The evidence-based strategy of small group explicit instruction will be implemented in Algebra and Geometry classes. Interventionists, tutors, support facilitators, and instructional coach will provide small group instructional support and remediation for students below proficiency in Math. Lagging and current assessment data will be used to identify target students. The strategy will be implemented primarily when introducing concepts, during guided practice, revision of knowledge, and remediation.

strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Small group, explicit math instruction is considered by the ARP Act a tier 4 (highest tier) evidence-based strategy. Research has indicated that using explicit instruction to teach mathematics is highly effective and can significantly improve a student's ability to perform mathematical operations and solve word problems. This strategy is effective across all grade levels and for diverse groups of students, including students with disabilities and ELLs. The key components of explicit, systematic instruction include identifying critical information, modeling, guided practice, visual representations, independent practice, and collaborative work. Small group explicit instruction will be implemented primarily by interventionists, tutors, and the math instructional coach. Various models will be used, such as rotational stations, alternative teaching, and in the huddle interventions (pull-outs).

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Use lagging and current assessment data to identify tier II and tier III students in need of small group explicit instruction and students in need of enrichment.

Person Responsible Luz Cartagena (luz.gonzalez-cartagena@ocps.net)

Develop and implement a student progress monitoring tracker that clearly shows academic and nonacademic trends that facilitate progress monitoring towards mastery and the development of plans for differentiated interventions. Data collected will note foundational skills, specific skills within benchmarks, classroom behaviors, and attendance. Data will be triangulated weekly to ensure student learning plans are modified according to specific student needs. This fluid process will have students moving up and down in tier levels.

Person Responsible Luz Gonzalez (luz.gonzalezcartagena@ocps.net)

Provide professional development to teachers, interventionists, and tutors on how to effectively implement key components of small group explicit instruction.

Person Responsible Luz Gonzalez (luz.gonzalezcartagena@ocps.net)

Implement in the huddle pullouts after each assessment for skill and benchmark-specific reteach with interventionists, tutors, and instructional coach.

Person Responsible Luz Gonzalez (luz.gonzalezcartagena@ocps.net)

Provide weekly actionable feedback to teachers, tutors, interventionists and instructional coach when implementing small group explicit instruction.

Person Responsible Luz Gonzalez (luz.gonzalezcartagena@ocps.net)

Teachers will use achievement level descriptions to differentiate lessons. Instructional plans developed to target students in need of small group explicit instruction will be written at achievement level 3 (proficient). For students demonstrating mastery, independent and collaborative benchmark-aligned tasks will be developed and implemented to meet the achievement level descriptions at levels 4 and 5. This planning process will ensure true differentiation based on mastery levels.

Person Responsible   Luz Gonzalez (luz.gonzalezcartagena@ocps.net)

Teachers will conduct individual data chats with students to establish and track progress towards goals and to reinforce metacognitive strategies.

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

Teachers will provide and document ELL/ESE/504 accommodations. Algebra and Geometry will have a support facilitator that pushes into classes twice a week for students whose IEPs state the need for this support. Support facilitators and ELL paraprofessionals will have access to lesson plans and answer keys before lesson implementation.

Person Responsible   Luz Gonzalez (luz.gonzalezcartagena@ocps.net)

Teachers will meet weekly to design, enact, and reflect on effective standard-based lessons. Key instructional components of reflective teaching will be discussed. Areas of focus include scope and sequence, identifying critical information within benchmarks, evidence-based pedagogical practices, student task differentiation, and data analysis and reflection.

Person Responsible   Luz Gonzalez (luz.gonzalezcartagena@ocps.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	There are significant deficits in writing and reading skills specifically with our SWD and ELL students but also with our lowest level learners. 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.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	University High School will increase overall ELA achievement by 5% for all subgroups.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	University High School has implemented several strategies to monitor progress towards the desired outcome. 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, and our newly rebuilt MTSS process, and our monthly progress monitoring report outs. 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:	Lataniah Smith (lataniah.smith@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The ELA 9 and 10 team will be implementing Canvas mastery paths this year on a biweekly 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

implemented for this Area of Focus.	(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: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will meet twice a week to collaborate on instruction and data based on the previous week's implementation or assessment (if appropriate)
Tuesday - PLC
Teachers will use effective instructional and engagement strategies to drive standards-based instruction based on data or student participation/product
Thursday Common Planning
Teachers will actively plan for the daily delivery/facilitation of engaging and actively paced activities, assignments and assessments to all students

Person Responsible	Lataniah Smith (lataniah.smith@ocps.net)

Teachers will actively pace lesson with the implementation of student processing time and teacher monitoring of student proficiency
Teachers will implement daily planned-for and in-the-moment instructional strategies based on the learning needs of students
Teachers will encourage regular student collaboration to deepen their knowledge

Person Responsible	Lataniah Smith (lataniah.smith@ocps.net)

Teachers will differentiate lesson plans for all leveled learners. Teachers will provide ALL ELL/ESE/504 accommodations for targeted students with evidence in the

Person Responsible	[no one identified]

Use data to select Tier 2 and Tier 3 students for interventions in and out of the classroom will include the following stations:
1. Teacher led - to allow teachers to focus on students performing below achievement level
2.Independent station - students who performed well. Allow students to view new content and/or deep dive into standards.
3.Instructional coach/ ELL para support bubble students and provide additional strategies and exposure to content with pull outs

Person Responsible   Lataniah Smith (lataniah.smith@ocps.net)

#3. Positive Culture and Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Early Warning Indicators data represent a snapshot of the health of the conditions of a school. They directly link to the culture and climate present and the systems in place to help a school meet its goals. UHS was at a point where our early warning indicator data indicated that the conditions for student success were 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	University High School will decrease the percentage of students in each early warning indicator by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	University High School has implemented several strategies to monitor progress towards the desired outcome. Our comprehensive progress monitoring plan includes parent/ student forums after each report card, consultancy protocols based on the percentage of students with a D or F in a classroom, and individual student tracking that includes behavior, attendance, and academic performance.
Person responsible for monitoring outcome:	Thomas Ott (thomas.ott@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being	At University High School, we will adopt and implement a comprehensive strategy that engages multiple stakeholders. The cyclical process will include prevention, identification of students with two or more indicators, diagnosis of contributing factors, interventions, monitoring, and evaluation. The main focus will be on attendance, behavior, and course performance. The selected indicators will ensure that administrators, deans, MTSS coordinator, counselors, safety coordinator, teachers, interventionists, and parents play an active role in building the culture and environment that prevents students from falling off track to graduation and future college and career success. We will focus on parent and

implemented for this Area of Focus.	student forums, home visits, consultancy protocols for teachers with a disproportionate number of D and F grades, truancy meetings, MTSS processes, and individual student progress monitoring by teachers and interventionists.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Due to the variety of components of early warning systems, a cyclic comprehensive, collaborative strategy is necessary. Student behavioral and academic outcomes improve as a result of multiple stakeholder engagement. Student support will include preventive measures such as developing positive relationships and early identification of indicators. Corrective actions will focus on providing academic and behavioral interventions to students to ensure differentiated paths to success. The structured process will keep qualitative and quantitative data at the forefront to continuously identify students, implement targeted interventions, monitor the effectiveness of action steps, and evaluate strategies.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Parent Student Forums
Parent-student forums will occur after each report card (Quarters 1, 2, and 3). School messenger emails and voice messages will be sent to each student with one or more Ds or Fs on their report card. At the Parent Student Forum, each family will be given a copy of their current transcript, on track for graduation status, and information on available resources and supports. The graduation action plan is completed during the meeting with either a member of the administrative team, guidance, or UHS staff member.

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

Home Visits
Students with two or more early warning indicators that did not attend the Parent Student Forum will be visited at home the week following the Parent Student Forums. Home visits will also occur based on the needs identified by guidance and student services.

Person Responsible	Luz Gonzalez (luz.gonzalezcartagena@ocps.net)

Consultancy Protocols
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. The assessing administrator for the identified teacher will act as the facilitator and conduct a follow-up observation one week after the completion of the consultancy protocol.

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

PLC
The Focus of each PLC will be to ensure that academic instruction is standards-based, student progress is being monitored, and interventions are taking place based on student needs. The following actions will be implemented.
•Standardized PLC agenda

•Student tracking sheet - Tracking sheets will be developed and updated by each PLC
•Tutoring Plan – Tutoring will start the second week of school.

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

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

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

Truancy Meetings
•Each dean is responsible for monitoring the truancy report for each of their students in their Alpha Group
•5,10-day truancy reports are to be monitored weekly, and letters sent to each family
•Informal meeting with parent and guardian to discuss attendance
•Scheduling and conducting Attendance Child Study Team Meetings if the first meeting does not result in a change in attendance practices.
•Implementing and monitoring interventions develop as a result of the Attendance Child Study Team Meetings
•Working with School Social Worker for family and student support. This also includes court interventions as needed to assist with truancy.
•Home visits

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

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our area of focus is to increase student achievement of students with disabilities (SWD). Our school state assessment data indicates that SWD students had the largest achievement gaps of all subgroups. We believe that we can close this gap by providing additional support systems along with appropriate acceleration strategies for our students who are not meeting grade level standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	University High School will increase students with disabilities achievement scores by 5% in all state assessed areas.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrators and instructors will conduct classroom walkthroughs to monitor the transference of professional development goals into instructional practice. PLC members will discuss best practices to differentiate lessons for SWD students. These will be documented in lesson plans. Data from common and state progress monitoring assessments will be used to evaluate the effectiveness of implemented strategies.
Person responsible for monitoring outcome:	Lataniah Smith (lataniah.smith@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The success of students with learning disabilities rests on well-prepared, highly effective teachers. Professional development will focus on several key factors: understanding students' IEPs and how to utilize its information to differentiate student learning, effective collaboration between support facilitators, general education teachers, and interventionists, and how to use assessment data to provide targeted interventions, classroom management, and explicit instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Preparing teachers to instruct diverse learners is a core component of our mission at University High School. Teachers, both in general education and special education, need professional development to develop effective instructional and interpersonal skills in delivering classroom-based instruction and services for students with disabilities (SWD).

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students' IEPs will be shared with general education teachers during pre-planning to ensure teachers use lagging data, accomodations and students goals to differentiate lessons.

Person Responsible   Lataniah Smith (lataniah.smith@ocps.net)

SWDs that require support facilitation will be strategically placed in math, and English language arts classes, where support facilitators will provide accommodations and academically support students towards mastery learning.

Person Responsible   Lataniah Smith (lataniah.smith@ocps.net)

Instructional coach, staffing specialist, and support facilitators will work with Professional Learning Communities to provide professional development in scaffolding instruction, metacognitive strategies, and monitoring techniques.

Person Responsible   Lataniah Smith (lataniah.smith@ocps.net)

Teachers who are proficient in scaffolding will open up practice to allow others to observe instruction.

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

#5. Instructional Practice specifically relating to Career & Technical Education	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	College and career readiness education prepare students for diverse post-secondary pathways. At the high school level, CTE provides students with opportunities to explore a career theme of interest while learning technical and employability skills that integrate into or complement their academic studies. High school CTE is meant to connect with and lead to postsecondary programs of study. These pathways have potential outcomes such as postsecondary degrees, certificates, or employment. At University High School is a top priority to ensure students are provided opportunities to participate in career and technical programs and courses. Our overarching goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase the acceleration rate of across all grade levels and subgroups by 5 percent
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrators, counselors, and college and career specialist will use cohort trackers to monitor acceleration for all students. College and Career Specialist will work with counselors to ensure students maintain a post-secondary focus through certification progress, testing related to acceleration, federal financial aid applications and college applications. Leadership team members will identify 3-5 seniors without acceleration indicators and at risk for graduation and develop mentor/mentee relationships with them through monthly check-ins and accountability discussions. Principal and Assistant Principals actively discuss grading practices and high failure rates with individual teachers to support all students in mastery learning.
Person responsible for monitoring outcome:	Daniel Abalo (daniel.abalo@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Administrators, counselors, and college and career specialist work together to promote and increase the number of students enrolled in CTE courses and applying to dual enrollment programs such as Valencia College or Orlando Technical Colleges.

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	CTE in schools emphasizes career readiness and real-life, hands-on experiences. These aspects create a more engaging school environment linked to higher graduation rates among students. When students can correlate traditional lessons to career and job-embedded experiences that apply directly to students' future careers, they are more likely to be invested in their learning and education. This helps them see the value of knowledge and encourages graduation.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Assistant Principal of Instruction will build the master schedule to accommodate the need for more students to have an opportunity to accelerate their academic experience through CTE options.

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

Counselors and college and career specialist will monitor student progress and have one-one-one meetings with assessing administrator to discuss student tracking toward industry certification.

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

SMART goals will be established with each CTE teacher. The assessing administrator will meet with teachers to discuss individual student data, progress towards goals, student engagement, and monitoring of student learning progress.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 initiatives for building a positive school culture and environment will be spearheaded by 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 school culture and environment.

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.