

University High



2014-15 School Improvement Plan

University High

2450 COUGAR WAY, Orlando, FL 32817

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

58%

Alternative/ESE Center

No

Charter School

No

Minority

74%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	B	A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

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

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

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

For Attendance- UHS incorporates the deans, assistant principals, and guidance counselors in their own alpha breakdown. There are 3 monitor groups that consist of a dean, AP, and 2 guidance counselors. Each team pulls data to monitor student attendance accordingly. Each team is notified by the attendance clerk when a student has poor attendance and steps are taken within the school to help our students. In cases that call for action, the team will work with the attendance clerk and school assigned social worker to make sure that every student is in compliance with current attendance rules/laws.

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

Course Failure in ELA or Math- UHS requires the PLC group in each subject area to meet and collaborate regarding to discuss the best practices, create common assessments, and analyze data from summative and formative assessments. The key indicators are recognized with in these

meetings and also with in the administrative team that looks at benchmark data. Level 1 Score on Statewide, Standardized Assessments in ELA or MATH- UHS has employed a testing coordinator and a leadership team to help disaggregate analyze data in conjunction with our guidance services team.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	122	151	117	101	491
One or more suspensions	55	41	26	18	140
Course failure in ELA or Math	56	60	39	6	161
Level 1 on statewide assessment	165	101	7	2	275

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	91	71	27	12	201

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

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

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

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

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

Students that exhibit the potential of scoring poorly on a statewide common assessment (data collected and analyzed from previous years) are given the opportunity to take additional classes to get more instructional time, tutoring, independent programs (such as Algebra Nation), time in our extended hours lab, and peer mentoring/tutoring.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Carcara, Anne	Principal

Duties

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

- Anne Carcara, Principal
- Paul Bryant, Assistant Principal
- Mandy Butterfield, CRT
- Jason Barnard, Dean
- Christopher Higgenbotham, Dean
- Kevin Hosford, Dean
- Donielle Gregory, Reading Coach
- Andrew Nelson, Assistant Principal

Nancy Palermo, Assistant Principal
Ana Ramos, ELL Compliance Teacher
Lynn Riggle, Inclusion Specialist
Antonio Roman, Assistant Principal
Thomas Sammet, Staffing Specialist
Kimbra Thenn, Behavioral Specialist

Each member of the leadership team is responsible for monitoring various data reports. Deans and ESE Behavioral Specialist work together to develop behavior intervention plans. The SAFE coordinator along with ESE Staffing Specialist, ELL Compliance Teacher, and ESE Inclusion Coach work together with community based social/emotional organizations to provide students and families external support along with school-based crisis intervention with the guidance team.

The Inclusion Coach works closely with the ESE Placement Specialist and Facilitation Support Personnel in monitoring the data for early warning signs and academic achievement.

There are monthly consultations between faculty and the IEP Manager. Follow up steps are written based on the data reviewed during monthly consultations.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
	Student
	Student
Amy Bostick	Parent
Cassandra Carroll	Student
Nancy Diaz	Parent
Michelle Fernandez	Education Support Employee
Lia Fiore	Student
Danielle Miller	Teacher
David Palasi	Parent
Juliette Palasi	Education Support Employee
Rose Powell	Education Support Employee
Melanie Williams	Parent
Suk Yeung	Parent
Maylyn Zanembski	Parent
Dean Zanembski	Student
Gamal Mack	Business/Community
Frank Vassell	Business/Community
Jon Powell	Student
Branden Palasi	Student
Joshua Katz	Teacher
Kiana Hernandez	Student
Thalia Torres	Student
Ana Rivera	Education Support Employee
Elba Calderon	Student

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Carcara, Anne	Principal
Bryant, Paul	Assistant Principal
Butterfield, Mandy	Instructional Coach
Gregory, Donielle	Instructional Coach
Jones, Carla	Instructional Media
Palermo, Nancy	Assistant Principal
Roman, Antonio	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Continue content literacy training to include science and social studies departments using the Literacy Design Collaborative modules.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

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

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

Strategies used to recruit and retain highly qualified personnel include:

- * new teacher mentoring coordinated by the Learning Resource Teacher with trained faculty mentors
- * alternative certification program provided by the district and supported by the Learning Resource Teacher
- * opportunity for professional learning

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Benchmark data is provided via the district's Information Management System and provides all school personnel with the opportunity to see student performance within the subjects. Data is collected regularly and is analyzed to ensure that appropriate instruction is given based on levels of assessed understanding supported by specific data. Students are placed within different levels/tiers and struggling students are referred to the MTSS coordinator to help support the multi-tiered support needed to help them be successful in academic achievement. Students requiring additional support within certain subject areas are placed in additional classes to devote more instructional time to better support their academic ability. Special after school programs are available to targeted students, and additional support is provided by way of before, during, and after school tutoring.

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

Strategy: After School Program

Minutes added to school year: 3,480

SAI funds are used to pay faculty members an hourly supplement for after school tutorial sessions. Sessions take place for one hour after school on Tuesdays and Thursdays. In addition to tutoring we offer our open Cougar Lab (computer lab) for one hour after school to provide additional support for our students need. Meals are offered to students at no additional cost who participate in enrichment.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carcara, Anne, anne.carcara@ocps.net

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

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

Guidance support services works closely with vocational programs, colleges, universities, and local businesses to provide options for our outgoing cohorts. In addition to meeting with counselors as apart of our student exit protocol, a dedicated center (College and Career Center) is provided for all students to gain access to and get knowledge about opportunities for after high school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Regardless of whether a course is considered applied or integrated by FDOE definition, faculty at UHS continue to provide examples of content relevancy to students' future directly as well as by providing project/problem based learning opportunities for students to practice academic and 21st century skills for post-secondary and/or employment opportunities.

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Data is analyzed from the pre and post graduate indicators by our guidance services team. Guidance services works closely with members of the leadership team to provide solutions to better support our student population in improving readiness for the public post-secondary level. Partners In Education members offer support and resources to increase student performance in our lacking areas. Guidance services works closely with the data to increase opportunities not only to our graduating cohort, but all students at all levels. Using the pre-graduate indicator data allows us the ability to form protocols and incorporate a process to work with students at all levels to help increase the probability of favorable performance data for post-graduate indicators.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the rigor within literacy based content based on strategies identified through Marzano's design questions 2 and 3 to include the super 7 rigor elements.

- G2.** Increase the rigor within mathematics content based on strategies identified through Marzano's design questions 2 and 3 to include the super 7 rigor elements, a partnership with Learning Sciences International (LSI).

Strategic Goals Detail

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

G1. Increase the rigor within literacy based content based on strategies identified through Marzano's design questions 2 and 3 to include the super 7 rigor elements. 1a

G039817

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

Resources Available to Support the Goal 2

- In partnership with Learning Sciences International (LSI), University HS administrators and selected faculty members will participate in the instruction and guidance of strategies given by LSI and Marzano.

Targeted Barriers to Achieving the Goal 3

- Lack of rigor within core content classes was concluded after review of SY1314 FCAT 2.0, Writing, EOC data and teacher observation results. In addition, walk-throughs were conducted the first weeks of school to observe instructional strategies practices within reading, science and social studies classes. The walk-throughs yielded that the majority of the learning time was spent in direction instruction.

Plan to Monitor Progress Toward G1. 8

Implementation of rigorous tasks and modules within the classrooms and outcomes of collaborative process.

Person Responsible

Antonio Roman

Schedule

Quarterly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Teacher created rigorous tasks, rigorous modules, formative assessments, and data from the formative assessments.

G2. Increase the rigor within mathematics content based on strategies identified through Marzano's design questions 2 and 3 to include the super 7 rigor elements, a partnership with Learning Sciences International (LSI). 1a

G039818

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0

Resources Available to Support the Goal 2

- University HS administrators and selected faculty members will participate in the professional development and implementation of strategies given by Learning Sciences International (LSI)

Targeted Barriers to Achieving the Goal 3

- Lack of rigor within the mathematics content was concluded after review of SY1314 EOC data and teacher observations results. In addition, walk-throughs were conducted the first weeks of school to observe instructional strategies practices within the mathematics classrooms. The walk-throughs yielded that the majority of the learning time was spent in direct instruction.

Plan to Monitor Progress Toward G2. 8

Implementation of instructional strategies and formative assessments developed with strategies from Marzano DQ 2, DQ3, and the super 7 rigor elements incorporated in teacher lessons.

Person Responsible

Nancy Palermo

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher created lessons, formative assessments, and data from the formative assessments.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the rigor within literacy based content based on strategies identified through Marzano's design questions 2 and 3 to include the super 7 rigor elements. **1**

 G039817

G1.B1 Lack of rigor within core content classes was concluded after review of SY1314 FCAT 2.0, Writing, EOC data and teacher observation results. In addition, walk-throughs were conducted the first weeks of school to observe instructional strategies practices within reading, science and social studies classes. The walk-throughs yielded that the majority of the learning time was spent in direction instruction. **2**

 B096155

G1.B1.S1 The partnership with Learning Sciences International (LSI) was selected. This partnership allows research based professional learning and coaching by LSI to build the capacity of teachers as well as administrators. The following will be accomplished through the partnership: 1. Teachers will build content on top of a coherent approach to rigor. 2. Teachers will create rigorous tasks, and modules to meet common core standards and higher levels of performance of content. 3. Teachers will create formative assessments. **4**

 S107360

Strategy Rationale

Bringing the departments together to create uniformed curriculum using the LSI strategies will help with cross curricular teaching and increased rigor in the classroom.

Action Step 1 **5**

Implementation of the strategies suggested by Marzano in design questions 2 and 3 to include the use of the super 7 rigor elements.

Person Responsible

Antonio Roman

Schedule

Monthly, from 8/18/2014 to 5/13/2015

Evidence of Completion

iObservation coding.

Action Step 2 5

Implementation of formative assessments and data review.

Person Responsible

Antonio Roman

Schedule

Quarterly, from 8/25/2014 to 5/27/2015

Evidence of Completion

Data from formative assessments and notes from data meetings.

Action Step 3 5

Provide Marzano DQ 2, DQ 3, and the super 7 rigor elements Professional Developments based on the Mazano trainings previously attended.

Person Responsible

Mandy Butterfield

Schedule

Annually, from 8/18/2014 to 12/12/2014

Evidence of Completion

Attendance records.

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

Execution of strategies and assessments within the classrooms.

Person Responsible

Antonio Roman

Schedule

Quarterly, from 9/22/2014 to 4/30/2015

Evidence of Completion

iObservation data

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

Increase in students proficiency of literacy based content.

Person Responsible

Antonio Roman

Schedule

On 5/29/2015

Evidence of Completion

In addition to increases in district benchmark tests in Biology and Reading, we will see an increase in student scores on formative assessments,

G2. Increase the rigor within mathematics content based on strategies identified through Marzano's design questions 2 and 3 to include the super 7 rigor elements, a partnership with Learning Sciences International (LSI). 1

G039818

G2.B1 Lack of rigor within the mathematics content was concluded after review of SY1314 EOC data and teacher observations results. In addition, walk-throughs were conducted the first weeks of school to observe instructional strategies practices within the mathematics classrooms. The walk-throughs yielded that the majority of the learning time was spent in direct instruction. 2

B096156

G2.B1.S1 The Marzano system and LSI was selected. This partnership allows research based professional learning and coaching by LSI strategies to build the capacity of teachers as well as administrators. The following will be accomplished through the partnership: 1. Teachers will have tools to implement the Common Core State Standards; 2. Teachers will have sets of formative assessment lessons and tasks that are aligned to the Common Core State Standards. 3. Teachers will understand the model of using assessment and instruction are part of the teacher's instructional unit. 4. Teachers will have created formative assessment lessons for Algebra, Geometry and Algebra 2 and include concept-focused lesson and problem solving lesson. 4

S107361

Strategy Rationale

Utilizing a singular strategy for our math department will allow or a more cohesive and comprehensive curriculum that will ensure that rigor is present during instructional time.

Action Step 1 5

Implementation of formative assessments and data review.

Person Responsible

Nancy Palermo

Schedule

Quarterly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Data from formative assessments and notes from data meetings.

Action Step 2 5

Implementation of the Marzano and LSI instructional strategies.

Person Responsible

Nancy Palermo

Schedule

Monthly, from 8/18/2014 to 4/30/2015

Evidence of Completion

iObservation coding

Action Step 3 5

Provide Marzano DQ 2, DQ 3, and super 7 rigor elements in a professional development based on the LSI strategies

Person Responsible

Mandy Butterfield

Schedule

On 11/14/2014

Evidence of Completion

Attendance records

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

Execution of strategies and assessments within the classroom.

Person Responsible

Nancy Palermo

Schedule

Monthly, from 9/22/2014 to 4/30/2015

Evidence of Completion

iObservation data

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

Increase in students mathematics understanding and problem-solving.

Person Responsible

Nancy Palermo

Schedule

On 5/29/2015

Evidence of Completion

Increase in student scores on formative assessments based on the FALS results. In addition, to district benchmark exams.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Implementation of the strategies suggested by Marzano in design questions 2 and 3 to include the use of the super 7 rigor elements.	Roman, Antonio	8/18/2014	iObservation coding.	5/13/2015 monthly
G2.B1.S1.A1	Implementation of formative assessments and data review.	Palermo, Nancy	9/3/2014	Data from formative assessments and notes from data meetings.	5/29/2015 quarterly
G1.B1.S1.A2	Implementation of formative assessments and data review.	Roman, Antonio	8/25/2014	Data from formative assessments and notes from data meetings.	5/27/2015 quarterly
G2.B1.S1.A2	Implementation of the Marzano and LSI instructional strategies.	Palermo, Nancy	8/18/2014	iObservation coding	4/30/2015 monthly
G1.B1.S1.A3	Provide Marzano DQ 2, DQ 3, and the super 7 rigor elements Professional Developments based on the Mazano trainings previously attended.	Butterfield, Mandy	8/18/2014	Attendance records.	12/12/2014 annually
G2.B1.S1.A3	Provide Marzano DQ 2, DQ 3, and super 7 rigor elements in a professional development based on the LSI strategies	Butterfield, Mandy	8/25/2014	Attendance records	11/14/2014 one-time
G1.MA1	Implementation of rigorous tasks and modules within the classrooms and outcomes of collaborative process.	Roman, Antonio	9/22/2014	Teacher created rigorous tasks, rigorous modules, formative assessments, and data from the formative assessments.	5/29/2015 quarterly
G1.B1.S1.MA1	Increase in students proficiency of literacy based content.	Roman, Antonio	10/1/2014	In addition to increases in district benchmark tests in Biology and Reading, we will see an increase in student scores on formative assessments,	5/29/2015 one-time
G1.B1.S1.MA1	Execution of strategies and assessments within the classrooms.	Roman, Antonio	9/22/2014	iObservation data	4/30/2015 quarterly
G2.MA1	Implementation of instructional strategies and formative assessments developed with strategies from Marzano DQ 2, DQ3, and the super 7 rigor elements incorporated in teacher lessons.	Palermo, Nancy	8/18/2014	Teacher created lessons, formative assessments, and data from the formative assessments.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Increase in students mathematics understanding and problem-solving.	Palermo, Nancy	10/1/2014	Increase in student scores on formative assessments based on the FALS results. In addition, to district benchmark exams.	5/29/2015 one-time
G2.B1.S1.MA1	Execution of strategies and assessments within the classroom.	Palermo, Nancy	9/22/2014	iObservation data	4/30/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase the rigor within literacy based content based on strategies identified through Marzano's design questions 2 and 3 to include the super 7 rigor elements.

G1.B1 Lack of rigor within core content classes was concluded after review of SY1314 FCAT 2.0, Writing, EOC data and teacher observation results. In addition, walk-throughs were conducted the first weeks of school to observe instructional strategies practices within reading, science and social studies classes. The walk-throughs yielded that the majority of the learning time was spent in direction instruction.

G1.B1.S1 The partnership with Learning Sciences International (LSI) was selected. This partnership allows research based professional learning and coaching by LSI to build the capacity of teachers as well as administrators. The following will be accomplished through the partnership: 1. Teachers will build content on top of a coherent approach to rigor. 2. Teachers will create rigorous tasks, and modules to meet common core standards and higher levels of performance of content. 3. Teachers will create formative assessments.

PD Opportunity 1

Provide Marzano DQ 2, DQ 3, and the super 7 rigor elements Professional Developments based on the Mazano trainings previously attended.

Facilitator

LSI

Participants

Anne Carcara Nancy Palermo Mandy Butterfield Donielle Gregory

Schedule

Annually, from 8/18/2014 to 12/12/2014

G2. Increase the rigor within mathematics content based on strategies identified through Marzano's design questions 2 and 3 to include the super 7 rigor elements, a partnership with Learning Sciences International (LSI).

G2.B1 Lack of rigor within the mathematics content was concluded after review of SY1314 EOC data and teacher observations results. In addition, walk-throughs were conducted the first weeks of school to observe instructional strategies practices within the mathematics classrooms. The walk-throughs yielded that the majority of the learning time was spent in direct instruction.

G2.B1.S1 The Marzano system and LSI was selected. This partnership allows research based professional learning and coaching by LSI strategies to build the capacity of teachers as well as administrators. The following will be accomplished through the partnership: 1. Teachers will have tools to implement the Common Core State Standards; 2. Teachers will have sets of formative assessment lessons and tasks that are aligned to the Common Core State Standards. 3. Teachers will understand the model of using assessment and instruction are part of the teacher's instructional unit. 4. Teachers will have created formative assessment lessons for Algebra, Geometry and Algebra 2 and include concept-focused lesson and problem solving lesson.

PD Opportunity 1

Provide Marzano DQ 2, DQ 3, and super 7 rigor elements in a professional development based on the LSI strategies

Facilitator

LSI

Participants

Anne Carcara Nancy Palermo Mandy Butterfield

Schedule

On 11/14/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0