# Oviedo High School



## 2014-15 School Improvement Plan

# Oviedo High School

601 KING ST, Oviedo, FL 32765

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0421

## School Demographics

| School Type | Title I | Free/Reduced Price Lunch |
|---|---|---|
| High | No | 31% |

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

## School Grades History

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

## School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

## 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.

# Table of Contents

# Purpose and Outline of the SIP

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

## Part I: Current School Status

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

## Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 | 2 | Wayne Green |

| Former F | | Turnaround Status |
|---|---|---|
| No | | |

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Oviedo High School is to ensure that students learn in a multifaceted environment that prepares them to become competent and productive citizens, excelling in their educational and workplace pursuits.

##### Provide the school's vision statement

Oviedo High School will remain the premier high school in the State of Florida and will continue to be recognized nationally for high standards, academic, athletic, and arts performance while offering students customized educational pathways 24/7/365.

The personalized approach to assisting students at Oviedo High School will remain the foundational organizational culture or "the way we do business here". The personalized approach will be expanded and made more tailored with ePathways and continual technological innovation.

Every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society.

All students will perform at the highest levels.

There will be equitable opportunities for all students.

Oviedo High School's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

#### School Environment

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

Currently, Oviedo High School is working on educating the faculty about poverty, ELL, and ESE students. Wednesday in-services are provided on all three sub-groups. Oviedo High School has hired an additional ELL teacher who is providing faculty support for ELL students, so teachers are aware of the needs of this particular group of students. Oviedo High School's ELL teachers, Ms. Ayala-Cruz and Ms. Cuello, offered a parent night geared toward ELL students and also will do a break-out session for parents/students during Curriculum Night in January. Additionally, there will be an ESE break-out session during the same time. This year Oviedo HIgh School has fully implemented ESE Support Facilitation. In-services have been provided to educate general education teachers especially focused on students who are ESE and ELL or belong to another sub-group.

Oviedo High School does have a STEP team and is focused on making sure Hispanic and Black students are taking rigorous classes based on the diversity report provided by Assessment and Accountability.

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

The administration team, security, and teachers monitor the campus and are available for assistance before school, between classes, after school, and during lunch. Students report bullying through an anonymous hotline and feel comfortable approaching administration, security, teachers, or the SRO for assistance.

**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**

Oviedo High School follows a four step plan for discipline. Mr. Maitland, Dean of Students, covers expectations with the student body and teachers in meetings and on ROAR TV. In addition, Mr. Maitland provides staff development on Wednesdays specifically addressing motivation and discipline with hard to reach students. Mr. Maitland provides weekly updates in administration meetings on discipline and provides data from EdInsight on a monthly basis for review.

Mr. Maitland is chairman of the PBS Committee composed of teachers working with primarily at-risk students. Their meetings have established positive referrals where teachers nominate students for positive referrals. The students with a positive referral are given a certificate and prize by an administrator for their positive behavior. This type of recognition is given to students who wouldn't otherwise be recognized at OHS. In addition, the administrators are working on a motivational program called SCORE where students enrolled in reading compete for points in order to "beat" other classes. The points are based on both academic and positive behavior. The winning class gets prizes such as candy or pizza.

**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**

In addition to student gaining assistance from the six guidance counselors located in the Guidance Department, there is 1 additional guidance counselor provided by New Horizons. During peak times such as registration, Drug Awareness Week, Red Ribbon Week, Mock DUI, etc., a guidance counselor is available at lunch in the "Guidance Corner" to answer questions or assist students with issues. On campus, there is also a para-pro that assists with motivating and helping at-risk students. In addition, students are referred to outside services as needed.

## 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*

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

**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**

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

## 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 |
| --- | --- |
| Trybus, Joe | Principal |
| Daniel, Trent | Assistant Principal |
| Morgan, Andrew | Assistant Principal |
| Ackley, Matthew | Assistant Principal |
| Frasca, Robert | Assistant Principal |
| Naidu, Felicia | Assistant Principal |
| McDonald, Jason | Other |
| Maitland, Jason | Dean |
| Swander, Ashley | Instructional Coach |
| Rodenburg, Susan | Administrative Support |
| Williams, Nicola | Guidance Counselor |

### Duties

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

All administrators serve as instructional leaders in not only overseeing various departments, but more importantly, by working alongside teacher leaders to determine the curriculum and instructional goals of each department. All administrators are knowledgeable regarding the Seminole County Instructional Model and perform walk-throughs and evaluations with constructive feedback in order to improve instruction and student achievement at Oviedo High School.
Joe Trybus
Departments: Assistant Principals, SAM, Dean, Personnel Executive Secretary, and Bookkeeper
Responsibilities: Accountable for Total School Program, Budget and Finances, Instructional Employment and Assessment, Public Information, and Community Relations
Matt Ackley
Departments: Mathematics, Guidance, Media Center, Op Dip, and Front Office Clerical
Responsibilities: Master Schedule, FTE/Records, Registration, Report Cards, Attendance, Curriculum Guide, Clinic, Student Injury Report Forms, Instructional Leaders Meeting Agendas, Foreign Exchange, Substitutes, Math Initiatives, Academic Field Trip Approval for Math and Guidance
Trent Daniel

Departments: English/Reading/ESOL and Technical Executive Secretary
Responsibilities: Advanced Placement, Articulation\Cluster, Interns, New and Beginning Teachers, New Teacher Induction Program, Professional Development, Publicity (Facebook), Reading and Writing Initiatives, SAC/School Improvement Plan, Senior Project, Faculty and Staff Handbook, Student Planner, Teacher and Employee of the Year, Purchase Order and Check Approval Contact Backup, Academic Field Trip Approval for English/Reading/ESOL.
Rob Frasca
Departments: Science, Career and Technical Education, Athletics, Network Specialist, and Athletics Secretary
Responsibilities: Administrative Duty Roster, Bioscience Program of Emphasis, Head Accreditation, CAPE, Technology, Transition, At-Risk, Tutoring, Bell Schedules, Academic Field Trip Approval for Science and Career and Technical Education.
Drew Morgan
Departments: Social Studies, Fine and Performing Arts, P.E., JROTC, ISS, Discipline, Band Paraprofessional, Custodians, Security, and Discipline Secretary
Responsibilities: Student Activities, Outside Facilities, Fire and Red Code Drills, Field Trips (All), Inventory, Facilities Use Agreements, Work Orders, Summer School, Global School Event Calendar, Discipline, Journey's Re-Entry Liaison, Sonitrol Contact, Graduation, Field Trip Approval for Social Studies, P.E., and Fine and Performing Arts, and JROTC.
Felicia Naidu
Departments: ESE, Foreign Language, ESE Non-Instructional
Responsibilities: Fundraising, Student Study, Teacher Certification, Out-Of-Field Reports, MTSS, PTSA, Principal's Luncheon, Academic Field Trip Approval for ESE and Foreign Language.
SAM (Administrator) – Jason McDonald
Evaluations: Custodians and Security
Responsibilities: Testing Coordinator, Heads-Up Calendar, Daily and Inside Facilities, Freshmen Orientation, Co-Accreditation, Textbooks, Open House, Five Star, Sonitrol Back-Up
Dean – Jason Maitland
Responsibilities: Discipline 9-12, Saturday School, PBS, Virtual Students, Buses, United Way, Class Meetings at the Beginning of the Year, Wellness Coach, Sonitrol Back-Up
Nicola Williams
Responsibilities: Dual Enrollment, ACT/SAT, PSAT/SAT Night, Senior Awards Night
Susan Rodenburg
Responsibilities: Newsletter, Skyward Parent Access, Website, A+ Money

***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***

School will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

## School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|------|-------------------|
| Joe Trybus | Principal |
| Dr. Trent Daniel | Principal |
| Dr. Nicola Williams | Teacher |
| Leslie Kleeb | Parent |
| Susan Brown | Teacher |
| Karen Stapleton | Teacher |
| Suzanne Barnett | Teacher |
| Joan Stone | Teacher |
| Bryan Singer | Teacher |
| Susan Rodenburg | Education Support Employee |
| Mickey Kennedy | Student |
| Pappa Kodzi | Student |
| Ralph Cain | Parent |
| Sherry Baird | Parent |
| Barbra Lloyd | Parent |
| Tami Bradley | Parent |
| Cindy Barson | Parent |
| Teresa Abney | Parent |
| Christina Murphy | Parent |
| Tom O'Hanlon | Parent |
| Jamie Yasko-Mangum | Parent |
| Janet Schwartz | Parent |
| Melisa Ayala-Cruz | Teacher |

## 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*

Overall all of Oviedo High School's student performance data all improved for FCAT Writing, FCAT Reading, and EOCs for all students and subgroups (minus the Asian subgroups in FCAT Reading). However, the pre-set targets for the FCAT Reading were so high, none of them were met (0/8) including the learning gains (0/2). For FCAT Writing, all the targets were met. For the Algebra I EOC, 4/7 targets were met. For the Geometry I EOC and Biology I EOC, all the targets were met.

*Development of this school improvement plan*

SAC helped to develop the budget and set the goals.

*Preparation of the school's annual budget and plan*

In September, SAC met and discussed various options for developing a budget. With an unanimous vote, the funds will be allocated for teacher grants and after school tutoring for FCAT Writing, FCAT Reading, EOCs, and SAT prep. In addition, school projects will also be considered provided the projects support the School Improvement Plan.

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

SAC School Improvement funds totaled $2,210.00. The budget was combined with A+ Funds of $4,432.11 for a total of $6,515.54. The total budget was dispersed to teacher requested grants that covered the following items: art supplies, books, classroom supplies, computers, FCAT prep material, lab equipment, music equipment, TV/AV projectors, VCRs, etc. with $126.57 left over.

*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 |
|---|---|
| Swander, Ashley | Instructional Coach |
| Daniel, Trent | Assistant Principal |
| Segrest, Erica | Teacher, K-12 |
| Guglielmello, Matthew | Teacher, K-12 |
| Kammeraad, Kate | Teacher, K-12 |
| Boucher, Courtney | Teacher, K-12 |
| Petschel, Amber | Teacher, K-12 |
| Cowgill, Daniel | Teacher, K-12 |
| Beraduce, Jennifer | Teacher, K-12 |

**Duties**

*Describe how the LLT promotes literacy within the school*

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

complexity, mini-DBQs and DBQs (Document Based Questions) in Social Studies, Science, and English, close reading, writing, speaking, and listening.

## 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

Professional Learning Communities (PLCs) are in their fourth year of implementation at Oviedo High School. Time is given on Wednesdays for PLCs to meet either as a department or as break out content areas depending on the needs of the teachers. In addition, pull out days are given to teachers, so they have time to work in PLCs to analyze data, plan, and collaborate.

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

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

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year.
Once school begins, these new teachers meet regularly with the teacher who oversees the teacher mentoring program. The meetings occur bi-weekly at the beginning of the year and then monthly as the year progresses. Agendas are determined by the teacher who oversees the teacher mentoring program and by the new teachers' needs. Guest speakers are invited to the meetings to discuss such topics as motivation, evaluations, and classroom management.
New teachers are also paired with a mentor who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is

working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

## 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***

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

#### 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***

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process. All students are tiered by the para-professional and monitored for academic success. In addition, there is an at-risk PLC group that meets by-quarterly to discuss at-risk students' progress. All students in English, reading, math, biology, and U.S. History at Oviedo High School participate in Discovery Education progress monitoring. These results are uploaded into EdInsight where teachers and staff can monitor student progress. The growth of students is monitored and intervention is given in the form of tutoring programs after school and boost camps for the high stakes tests. The administrative team at Oviedo also works with students in CAR-PD in order to improve their reading scores through motivation and tight monitoring of compliance to completing Reading Plus and making level gains.

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

| **Strategy:** Extended School Day |
| --- |
| **Minutes added to school year:** 2,500 |

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

### Strategy Rationale

Students in need of assistance require more one-on-one attention. By providing tutoring, students have opportunities for extra help in addition to the regular class time. In addition, the tutoring area also has computers for students who do not have technology at home. This provides another avenue to equalize access for our free and reduced lunch student population.

### Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

### Person(s) responsible for monitoring implementation of the strategy
Frasca, Robert, robert_frasca@scps.k12.fl.us

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

Data is collected and analyzed by tracking student attendance in the Writing Center. Students who utilize the Writing Center and FSA Writing tutoring are tracked to determine if there is an increase in their writing both on classroom assessments and on FSA Writing. During the school year 2013-2014, 112 students attended FCAT Writes tutoring after school. 97% of the students who attended the tutoring earned a 3.5 or higher on the FCAT Writes Assessment.
In addition, students who received additional tutoring for the Algebra I EOC and Biology EOC are tracked to determine if the intervention was successful in passing the Algebra I EOC and Biology EOC. Lower quartile students who attend math and reading tutoring are tracked for attendance in the tutoring sessions. Students who live at Boy's Town are tracked through Title I. At-risk students who gain a concordant score through SAT or ACT are tracked individually until graduation.

## 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

Students considered at risk are placed in a summer transition program from 8th grade to 9th grade. At risk is defined by a GPA lower than 2.0, failure of core academic subjects required for promotion, low FCAT scores, high referrals, and/or teacher or administration recommendation. During summer transition, students learn skills specifically geared toward success at Oviedo High School including literacy and social/behavioral expectations. The main positive of the program is students learn Oviedo

High School's campus, teachers, and administration in order to make a smooth transition to high school. These students are tracked for the remainder of high school to determine graduation rate and given interventions as needed depending on their individual needs.

**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***

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

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

Oviedo High School offers a variety of experiences within its Career and Technical Education program. Several vocational learning tracks provide progressive opportunities leading to industry certification and CAPE designation. These programs include: Web Design, Digital design, Interior design, Early Childhood Education, and Automotive. Career education offerings at Oviedo high school also include Culinary, Nutrition, Bioscience, and computer science programs. Bioscience is of primary importance due to the area being a bioscience research center both in the medical industry and in the college preparatory programs. An increased emphasis will be placed on exposing more students to programs which prepare them for work force based needs. In addition, Oviedo High School has an extensive Advance Placement Program where 25 subject areas are tested and close to 1,501 exams are given annually. The pass rate is 68.4% and well above the national average. Students are dually enrolled, however most students choose to take AP classes on campus prior to dual enrolling due to the rigor and preparation of the AP program. Oviedo High School prepares both types of students to be successful: college and career bound.

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

Today Florida has more than 600 companies that specialize in pharmaceuticals, medical devices, or biotechnology and employ over 26,000 life sciences professionals with an additional 646,000 workers in the health care sector. Florida recognizes that the future of the life sciences industry is intricately linked with R & D produced from the academic research base of Florida's 11 public and 29 independent colleges that spent $814 million on life science research in 2006. As a continuance to the success, Centers of Excellence and expanded academic programs have emerged in 2009 to include The Max Planck Institute, Scripps Florida, The Torey Pines Institute for Molecular Studies, and the OSHU Vaccine and Gene Therapy Institute, and finally The Burnham Institute for Medical Research, a 300 person facility located in Orlando that specializes in R & D in obesity, metabolism,diabetes, and heart disease. Oviedo High School works closely with The Burnham Institute for Medical Research, Dr. Robert Borgon, to obtain professional staff development, adjust the curriculum to mirror the industry, and to develop a strong pipeline of life science workers of all skill areas.
There are three distinct set of workers needed to sustain the life sciences industry in Florida. The first set of workers is Ph.D. and Masters degreed individuals in chemistry, genetics, immunology, molecular biology, biophysics, biomedical engineering, etc.The second set of workers is Associates degreed individuals who work as laboratory technicians, manufacturing technicians, and biotechnology lab assistants. The third set of workers is entrepreneurs to operate and further grow

Florida's 12 Research Parks such as Lake Nona Science and Technology Park which is a 600 acre life science R & D facility.

In response to the Bioscience $575 Billion dollar United States industry with major coporations nested in the Orlando area, Oviedo High School became the home of Seminole County Public Schools' Bioscience Program of Emphasis. The purpose of the Bioscience Program is to prepare students for the flourishing fields within the broad field of bioscience. Bioscience is "the use of compositions, methods and organisms in cellular and molecular research, development and manufacturing processes for such diverse areas as pharmaceuticals, medical therapeutics, medical diagnostics, medical devices, medical instruments, biochemistry, microbiology, veterinary medicine, plant biology, agriculture, and industrial, environmental, and homeland security applications of bioscience, and future developments in the biosciences.

***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***

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

# School Improvement Goals

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

## Problem Solving Key

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

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

## Strategic Goals Summary

**G1.** If all teachers implement effective teaching instruction aligned to the Florida Standards, then we will increase the integration of effective literacy practices into all classes maintaining the percentage of students proficient in the FSA Reading and Writing for the 2014-2015 school year. The percentage of 9th graders proficient in FCAT Reading was 72.7% for the 2013-2014 school year. The percentage of 10th graders proficient in FCAT Reading was 78.3% and in FCAT Writing was 78%.

## 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.** If all teachers implement effective teaching instruction aligned to the Florida Standards, then we will increase the integration of effective literacy practices into all classes maintaining the percentage of students proficient in the FSA Reading and Writing for the 2014-2015 school year. The percentage of 9th graders proficient in FCAT Reading was 72.7% for the 2013-2014 school year. The percentage of 10th graders proficient in FCAT Reading was 78.3% and in FCAT Writing was 78%. 1a

## Targets Supported 1b

🔍 G053338

| Indicator | Annual Target |
|---|---|
| 4-Year Grad Rate (Standard Diploma) | 90.0 |
| FSA - English Language Arts - Proficiency Rate | 75.4 |
| AMO Reading - SWD | 62.0 |
| Discipline incidents | 20.0 |

## Resources Available to Support the Goal 2

- Professional Learning Communities

- Florida Standards Leadership Team (Previously the Literacy Team)

- Instructional Coach

- Wednesday Professional Development Opportunities

- Cluster Seminole County Instructional Model Training

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

- Professional Development Budget - School Based and Cluster

- English, Reading, Science, and Social Studies PLC Pull-Outs focusing on Literacy

- FSA Training with Kathryn Dixon, Ana Kennedy, and Dr. Nugent

- Teacher Observations of Other Teachers at OHS and other sties (40 days)

- Instructional Leaders Team

## Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge of literacy instruction as it relates to the Florida Standards and alignment to FSA.

## Plan to Monitor Progress Toward G1. 8

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

### Person Responsible
Trent Daniel

### Schedule
Weekly, from 9/1/2014 to 5/29/2015

### *Evidence of Completion*
Reflection Logs, PLC meeting notes, PD calendar, Temporary Duty Days

**Plan to Monitor Progress Toward G1.** `8`

Student PMA data in DE, Writing FPMAs, teacher written assessments, EdInsight Tests/SBAs

**Person Responsible**
Felicia Naidu

**Schedule**
Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***
Student Achievement Data Growth on DE, FPMAs, teacher written assessments, EdInsight Tests/
SBAs

## Action Plan for Improvement

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

### Problem Solving Key

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

1 = Problem Solving Step          🔑 S123456 = Quick Key

**G1.** If all teachers implement effective teaching instruction aligned to the Florida Standards, then we will increase the integration of effective literacy practices into all classes maintaining the percentage of students proficient in the FSA Reading and Writing for the 2014-2015 school year. The percentage of 9th graders proficient in FCAT Reading was 72.7% for the 2013-2014 school year. The percentage of 10th graders proficient in FCAT Reading was 78.3% and in FCAT Writing was 78%. 1

🔑 G053338

**G1.B1** Lack of teacher knowledge of literacy instruction as it relates to the Florida Standards and alignment to FSA. 2

🔑 B134565

**G1.B1.S1** Implement Literacy Instruction Models/strategies such as Document Based Questioning (DBQ) in English, Science, and Social Studies, close reading in all subject areas, and increased writing to understand content in all subject areas. 4

🔑 S146395

### Strategy Rationale

Addition instruction in literacy, especially providing integration of reading and writing, will assist all students in the FSA Writing and Reading, preparation for college and careers, and student success in understanding content in academic subjects.

### Action Step 1 5

Support the Writing Center at Oviedo High School.

#### Person Responsible

Trent Daniel

#### Schedule

On 5/21/2015

#### *Evidence of Completion*

Writing Center Logs, Documentation from the Writing Center

## Action Step 2 `5`

Implement a coherent DBQ Project program for 10th Grade World History teachers, so students' essays are graded consistently and with corrective feedback.

### Person Responsible

Andrew Morgan

### Schedule

Monthly, from 9/1/2014 to 5/22/2015

### *Evidence of Completion*

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

## Action Step 3 `5`

Develop a Professional Development Calendar, FPMA/PMA Writing Calendar, and PD Plan that supports literacy and writing instruction as it applies to the Florida Standards and FSA.

### Person Responsible

Trent Daniel

### Schedule

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

### *Evidence of Completion*

PD Calendar Document and FPMA/PMA Writing Calendar, DE and/or EdInsight Data, Reflection Logs, PD Plan

## Action Step 4 `5`

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

### Person Responsible

Matthew Ackley

### Schedule

Quarterly, from 9/1/2014 to 5/29/2015

### *Evidence of Completion*

PLC Agendas, Lesson Plan Agendas, and Curriculum/IPs/Learning Goals and Activities

## Action Step 5 `5`

Monitor support facilitation and student achievement for ESE students who are mainstreamed.

### Person Responsible

Felicia Naidu

### Schedule

Monthly, from 9/1/2014 to 5/29/2015

### *Evidence of Completion*

iObservation data, DE data, grades in Skyward, FPMA data, monitoring ESE paperwork

## Action Step 6 `5`

Monitor at-risk students to determine their progress toward graduation.

### Person Responsible

Robert Frasca

### Schedule

Quarterly, from 9/1/2014 to 5/29/2015

### *Evidence of Completion*

Folders with documentation, attendance, GPA, report cards, progress reports, EdInsight data

## Action Step 7 `5`

Monitor discipline data consistently and present data to administrative team on a consistent basis.

### Person Responsible

Jason Maitland

### Schedule

Every 2 Months, from 9/1/2014 to 5/29/2015

### *Evidence of Completion*

Discipline data from EdInsight to be reviewed at admin meetings

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

Observations as teachers implement the literacy instruction models/strategies.

### Person Responsible

Joe Trybus

### Schedule

Monthly, from 9/1/2014 to 5/29/2015

### *Evidence of Completion*

Walk-through data in IObservation, PLC Meeting Agendas, Reflection Logs, Writing Center Logs, Instructional Leaders Meetings' Discussion

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

Student growth data for FSA writing and reading.

### Person Responsible

Ashley Swander

### Schedule

Biweekly, from 9/1/2014 to 8/3/2015

### *Evidence of Completion*

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

**G1.B1.S2** Continue implementation of Support Facilitation in all content areas including: Science, Social Studies, English and Math. [4]

🔑 S146396

### Strategy Rationale

Currently, the percentage of students involved in support facilitation is within the state's recommended percentage, however FIN suggests that we continue to work on increasing the number of ESE students mainstreamed into classrooms.

**Action Step 1** [5]

ESE and content area teachers will receive training on how to teach in a support facilitation model.

**Person Responsible**

Felicia Naidu

**Schedule**

On 5/29/2015

***Evidence of Completion***

Reflection logs, PD Place documentation

**Action Step 2** [5]

ESE teachers involved in support facilitation will be involved in subject area trainings and PLCs.

**Person Responsible**

Trent Daniel

**Schedule**

Monthly, from 8/25/2014 to 5/29/2015

***Evidence of Completion***

Reflection logs, PD Place documentation

## Action Step 3 [5]

After school tutoring on Tuesdays and Thursdays in the OHS Media Center with EdInsight data management of grades, attendance, etc.

### Person Responsible

Robert Frasca

### Schedule

Weekly, from 9/15/2014 to 5/29/2015

### *Evidence of Completion*

Sign in Logs, EdInsight data, MTSS data, Teacher Tutor Paycheck Logs, ESE students' grades who attend tutoring

## Plan to Monitor Fidelity of Implementation of G1.B1.S2 [6]

ESE data will be examined on a weekly to monthly schedule depending on the need to determine the fidelity of the program.

### Person Responsible

Felicia Naidu

### Schedule

Weekly, from 8/25/2014 to 5/29/2015

### *Evidence of Completion*

ESE student data in EdInsight, DE, Skyward, MTSS, and tutoring; IObservation data of ESE SF teachers, conversations with teachers and students

## Plan to Monitor Effectiveness of Implementation of G1.B1.S2 [7]

Knowledge of Florida Standards and FSA in different content areas for ESE teachers and ESE students as well as an increase of student achievement data on FSA or DE PMAs.

### Person Responsible

Felicia Naidu

### Schedule

Weekly, from 8/25/2014 to 5/29/2015

### *Evidence of Completion*

IObservation data, student achievement data on the Florida Standards as it applies to tests, PMAs, DE data, and FSA.

## 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 | Support the Writing Center at Oviedo High School. | Daniel, Trent | 9/2/2014 | Writing Center Logs, Documentation from the Writing Center | 5/21/2015 one-time |
| G1.B1.S2.A1 | ESE and content area teachers will receive training on how to teach in a support facilitation model. | Naidu, Felicia | 8/25/2014 | Reflection logs, PD Place documentation | 5/29/2015 one-time |
| G1.B1.S1.A2 | Implement a coherent DBQ Project program for 10th Grade World History teachers, so students' essays are graded consistently and with corrective feedback. | Morgan, Andrew | 9/1/2014 | Reflection Logs, Temporary Duty Days, PMA data in EdInsight, PLC Agendas, Student Work Samples | 5/22/2015 monthly |
| G1.B1.S2.A2 | ESE teachers involved in support facilitation will be involved in subject area trainings and PLCs. | Daniel, Trent | 8/25/2014 | Reflection logs, PD Place documentation | 5/29/2015 monthly |
| G1.B1.S1.A3 | Develop a Professional Development Calendar, FPMA/PMA Writing Calendar, and PD Plan that supports literacy and writing instruction as it applies to the Florida Standards and FSA. | Daniel, Trent | 8/18/2014 | PD Calendar Document and FPMA/PMA Writing Calendar, DE and/or EdInsight Data, Reflection Logs, PD Plan | 5/29/2015 weekly |
| G1.B1.S2.A3 | After school tutoring on Tuesdays and Thursdays in the OHS Media Center with EdInsight data management of grades, attendance, etc. | Frasca, Robert | 9/15/2014 | Sign in Logs, EdInsight data, MTSS data, Teacher Tutor Paycheck Logs, ESE students' grades who attend tutoring | 5/29/2015 weekly |
| G1.B1.S1.A4 | Teachers will be given a full day of planning without students where they can discuss ways to integrate literacy into the curriculum (PLC time by departments/content areas). | Ackley, Matthew | 9/1/2014 | PLC Agendas, Lesson Plan Agendas, and Curriculum/IPs/Learning Goals and Activities | 5/29/2015 quarterly |
| G1.B1.S1.A5 | Monitor support facilitation and student achievement for ESE students who are mainstreamed. | Naidu, Felicia | 9/1/2014 | iObservation data, DE data, grades in Skyward, FPMA data, monitoring ESE paperwork | 5/29/2015 monthly |
| G1.B1.S1.A6 | Monitor at-risk students to determine their progress toward graduation. | Frasca, Robert | 9/1/2014 | Folders with documentation, attendance, GPA, report cards, progress reports, EdInsight data | 5/29/2015 quarterly |
| G1.B1.S1.A7 | Monitor discipline data consistently and present data to administrative team on a consistent basis. | Maitland, Jason | 9/1/2014 | Discipline data from EdInsight to be reviewed at admin meetings | 5/29/2015 every-2-months |
| G1.MA1 | Instruction based on sound literacy practice and feedback from all stakeholders. | Daniel, Trent | 9/1/2014 | Reflection Logs, PLC meeting notes, PD calendar, Temporary Duty Days | 5/29/2015 weekly |
| G1.MA2 | Student PMA data in DE, Writing FPMAs, teacher written assessments, EdInsight Tests/SBAs | Naidu, Felicia | 8/18/2014 | Student Achievement Data Growth on DE, FPMAs, teacher written assessments, EdInsight Tests/SBAs | 5/29/2015 weekly |
| G1.B1.S1.MA1 | Student growth data for FSA writing and reading. | Swander, Ashley | 9/1/2014 | Progress Monitoring Data (PMA) from Discovery Education, Write Score, Writing FPMAs/PMAs, DBQs, PLC created assessments | 8/3/2015 biweekly |
| G1.B1.S1.MA1 | Observations as teachers implement the literacy instruction models/strategies. | Trybus, Joe | 9/1/2014 | Walk-through data in IObservation, PLC Meeting Agendas, Reflection Logs, Writing Center Logs, Instructional Leaders Meetings' Discussion | 5/29/2015 monthly |
| G1.B1.S2.MA1 | Knowledge of Florida Standards and FSA in different content areas for ESE teachers and ESE students as well as | Naidu, Felicia | 8/25/2014 | IObservation data, student achievement data on the Florida Standards as it applies to tests, PMAs, DE data, and FSA. | 5/29/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| | an increase of student achievement data on FSA or DE PMAs. | | | | |
| G1.B1.S2.MA1 | ESE data will be examined on a weekly to monthly schedule depending on the need to determine the fidelity of the program. | Naidu, Felicia | 8/25/2014 | ESE student data in EdInsight, DE, Skyward, MTSS, and tutoring; IObservation data of ESE SF teachers, conversations with teachers and students | 5/29/2015 weekly |

## 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 Opportuntities

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

**G1.** If all teachers implement effective teaching instruction aligned to the Florida Standards, then we will increase the integration of effective literacy practices into all classes maintaining the percentage of students proficient in the FSA Reading and Writing for the 2014-2015 school year. The percentage of 9th graders proficient in FCAT Reading was 72.7% for the 2013-2014 school year. The percentage of 10th graders proficient in FCAT Reading was 78.3% and in FCAT Writing was 78%.

**G1.B1** Lack of teacher knowledge of literacy instruction as it relates to the Florida Standards and alignment to FSA.

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

### PD Opportunity 1

Support the Writing Center at Oviedo High School.

#### Facilitator

Dr. Trent Daniel and Amanda Dickson

#### Participants

All Teachers and Administrators

#### Schedule

On 5/21/2015

### PD Opportunity 2

Implement a coherent DBQ Project program for 10th Grade World History teachers, so students' essays are graded consistently and with corrective feedback.

#### Facilitator

DBQ Project Representative and Ilene Haney

#### Participants

10th Grade World History Teachers

#### Schedule

Monthly, from 9/1/2014 to 5/22/2015

**PD Opportunity 3**

Develop a Professional Development Calendar, FPMA/PMA Writing Calendar, and PD Plan that supports literacy and writing instruction as it applies to the Florida Standards and FSA.

### Facilitator

Dr. Trent Daniel

### Participants

All Teachers and Administrators

### Schedule

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

**PD Opportunity 4**

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

### Facilitator

Dr. Trent Daniel

### Participants

Teachers

### Schedule

Quarterly, from 9/1/2014 to 5/29/2015

**PD Opportunity 5**

Monitor support facilitation and student achievement for ESE students who are mainstreamed.

### Facilitator

Felicia Naidu

### Participants

ESE and general education teachers

### Schedule

Monthly, from 9/1/2014 to 5/29/2015

### PD Opportunity 6

Monitor at-risk students to determine their progress toward graduation.

#### Facilitator

Teresa Merck

#### Participants

All teachers and administrators

#### Schedule

Quarterly, from 9/1/2014 to 5/29/2015

### PD Opportunity 7

Monitor discipline data consistently and present data to administrative team on a consistent basis.

#### Facilitator

Jason Maitland

#### Participants

Teachers and Administrators

#### Schedule

Every 2 Months, from 9/1/2014 to 5/29/2015

**G1.B1.S2** Continue implementation of Support Facilitation in all content areas including: Science, Social Studies, English and Math.

### PD Opportunity 1

ESE and content area teachers will receive training on how to teach in a support facilitation model.

#### Facilitator

Dr. Trent Daniel

#### Participants

ESE and content area teachers involved in the SF model at OHS.

#### Schedule

On 5/29/2015

**PD Opportunity 2**

ESE teachers involved in support facilitation will be involved in subject area trainings and PLCs.

**Facilitator**

Dr. Trent Daniel

**Participants**

ESE SF teachers

**Schedule**

Monthly, from 8/25/2014 to 5/29/2015

# Technical Assistance Items

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

**G1.** If all teachers implement effective teaching instruction aligned to the Florida Standards, then we will increase the integration of effective literacy practices into all classes maintaining the percentage of students proficient in the FSA Reading and Writing for the 2014-2015 school year. The percentage of 9th graders proficient in FCAT Reading was 72.7% for the 2013-2014 school year. The percentage of 10th graders proficient in FCAT Reading was 78.3% and in FCAT Writing was 78%.

**G1.B1** Lack of teacher knowledge of literacy instruction as it relates to the Florida Standards and alignment to FSA.

**G1.B1.S2** Continue implementation of Support Facilitation in all content areas including: Science, Social Studies, English and Math.

### PD Opportunity 1

After school tutoring on Tuesdays and Thursdays in the OHS Media Center with EdInsight data management of grades, attendance, etc.

#### Facilitator

Robert Frasca

#### Participants

ESE students

#### Schedule

Weekly, from 9/15/2014 to 5/29/2015

## Budget Rollup

| Summary | |
|---|---|
| **Description** | **Total** |
| **Goal 1:** If all teachers implement effective teaching instruction aligned to the Florida Standards, then we will increase the integration of effective literacy practices into all classes maintaining the percentage of students proficient in the FSA Reading and Writing for the 2014-2015 school year. The percentage of 9th graders proficient in FCAT Reading was 72.7% for the 2013-2014 school year. The percentage of 10th graders proficient in FCAT Reading was 78.3% and in FCAT Writing was 78%. | 9,500 |
| **Grand Total** | **9,500** |

| Goal 1: If all teachers implement effective teaching instruction aligned to the Florida Standards, then we will increase the integration of effective literacy practices into all classes maintaining the percentage of students proficient in the FSA Reading and Writing for the 2014-2015 school year. The percentage of 9th graders proficient in FCAT Reading was 72.7% for the 2013-2014 school year. The percentage of 10th graders proficient in FCAT Reading was 78.3% and in FCAT Writing was 78%. | | |
|---|---|---|
| **Description** | **Source** | **Total** |
| **B1.S1.A1** | School Improvement Funds | 500 |
| **B1.S1.A2** - Subs funded by the district office and through professional development funds. | General Fund | 500 |
| **B1.S1.A4** - Professional Development School Funds and Cluster Funds | Other | 8,500 |
| **Total Goal 1** | | **9,500** |