

Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



www.scps.k12.fl.us

Oviedo High School

School Improvement Plan 2021-2022

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 Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. 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.

School Information

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 a premier high school in the state of Florida and will continue to be recognized nationally for high standards, academic/athletic/arts performance (known as the SCPS "Triple-A Experience"), while offering students customized educational pathways. The personalized approach to assisting students at Oviedo High School will remain the foundation of the organizational culture or "the way we do business here." This 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.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

OHS worked collaboratively with both the PTSA and SAC in order to get parent, student, and community feedback regarding the School Improvement Plan. The plan will be shared on our school website by the district.

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.

Teachers and administrators use multiple strategies to contact families, including but not limited to (1) contacting families via social media platforms such as Facebook and Twitter, School Messenger, school website, parent newsletter, and school marquee prior to the start of school and throughout the year; (2) inviting families to Open House meetings and Curriculum Nights to meet teachers and school staff, and to learn about the curriculum/program offerings at the school; (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 School Advisory Council (SAC) and Parent-Teacher-Student Association (PTSA) Boards; (6) inviting families to attend PTSA meetings and participate in school-related events; and (7) numerous other out-reach strategies developed by school staff.

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

OHS provides numerous opportunities for students to join service oriented organizations on campus including Beta Club, National Honor Society, Mu Alpha Theta, Future Gen, Black SGA and Student Government. These and other athletic or arts based organizations help facilitate a culture where academics and graduation are the priority. Students can help get involved with school traditions and functions by volunteering time and talent to promote the Oviedo High School mission and vision.

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders at Oviedo High school includes faculty, staff, students, parents, and community leaders. Organizations including School Advisory Committee, Parent Teacher Student Association, Student Government Association, and Campus Improvement Team work closely with administration to provide numerous avenues for communicating ideas and resources to promote positive school culture and environments. These organizations allow a broad spectrum of perspectives and needs to be shared with administration.

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.

OHS has six guidance counselors on staff who provide assistance to students in our front office. There is one additional guidance counselor, provided by New Horizons, who provides counseling for students with mental health issues. Teachers are given referrals so that they can notify New Horizons of a student who may need counseling. We can also refer our homeless families to the Families in Need (FIN) program. Two district-based mental health counselors are assigned to OHS throughout the week in order to be available to provide additional support to students needing help. During peak times, such as registration, Drug Awareness Week, Red Ribbon Week, Mock DUI, and NOPE assemblies, guidance counselors are available to answer questions and/or assist students with emotional or social issues. A school social worker is on campus twice a week; she calls students down to talk about truancy and issues at home that may be affecting their school attendance. OHS also has a Food Pantry on campus which is open to any and all needy families in the Oviedo area. Students are provided both breakfast and lunch every school day. Teachers and staff also participate in annual required mental health training to support the needs of their students and present students with the district mental health classes once a month for 30 minutes. During the holiday season we utilize an "Angel Tree" to provide students with low-income a gift from the community. Finally, utilizing our threat assessment team, students who are deemed a threat to themselves or others are carefully monitored and referred to outside services when deemed necessary.

List the members of the leadership team.

| Name | Title | Email | Responsibilities |
|----------------------|-------------------------------|--|--|
| Dr. Trent Daniel | Principal | trent_daniel@scps.k12.fl.us | Accountable for Total School Program, Budget and Finances, Instructional Employment and Assessment, Public Information, Citizenship, Community Relations, SGA, Social Media contact, and Accreditation |
| Nancy Diaz | Assistant Principal | nancy_diaz@scps.k12.fl.us | A+ Monitor for Math EOC Data, Lower Quartile-Algebra 1/Geometry, At-Risk Seniors in PRIDE, Foreign Exchange students, Math Initiatives, Academic Field Trip Approval for Math, Performing/Fine Arts, and World Languages, AP Program, Acceleration, Summer School Principal, Student Withdrawals, Grad Rates, AP Parent Night Lead, MTSS, PBS, Transition, Technology Plan |
| Tanya Cameron | Assistant Principal | tanya_cameron@scps.k12.fl.us | ESE Discipline, A+ Monitor for ESE Data, ESE Grad Rate, ESE Seniors, Student Study, Tutoring, Interns, Beginning and New Teacher Induction, Discipline Back-up, 504, Student Injury Reports, AED Supervisor, Academic Field Trip Approval for ESE, Adult Dividends, Teacher Evaluation Overseer, RISE, Clubs, Black History Month, Mock DUI or NOPE, COVID Safety Manager (CSM) |
| Matthew Guglielmello | School Administration Manager | matthew_guglielmello@scps.k12.fl.us | Master Schedule, Open House Night Lead, Instructional Leader Meetings, Curriculum Guide, Curriculum Night Lead, FTE/Records, Enrollments, Registrations, Progress Reports, Report Cards, Transcript Integrity, Teacher Certification, Out-of-Field Reports, Freshmen Orientation, Virtual Education, NCAA Transcripts, SAC, PTSA, SIP/SAC/PTSA Surveys, Substitute Coordinator, Attendance, Truancy, New Teacher Orientation, Beginning and New Teacher Induction, Parent Dividends. |

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|--------------------|-------------------------------|--|--|
| Drew Morgan | Assistant Principal | drew_morgan@scps.k12.fl.us | Principal Designee, A+ Monitor for US History and Biology, Lower Quartile US History and Biology, Curriculum Night Team, Athletics, Global Calendar, Administrative Duty Roster, Facilities, Facility Use Agreements, Work Orders, Sonitrol #2, Inventory, Purchase Order and Check Approval Back Up, Academic Field Trip Approval for PE, ROTC, Social Studies, and Science, Discipline Oversight, Co-Graduation Coordinator, Principal's 4.0 Luncheon, Title IX, COVID-19 Disinfecting Team Lead, CPR Training for 9th and 11th graders, DBQ implementation in World History. |
| Demetrius Galindez | School Administration Manager | demetrius_galindez@scps.k12.fl.us | Discipline 9-12, A+ Monitor for Discipline Data, ISS, MTSS Team Member, Head of Security, Lockers, Parking, Buses, Saturday School, Class Meetings at the Beginning of the Year, Journey's Re-Entry Liaison, EdInsight, Fire & Code Red Drills, HERO System Lead, Raptor System, Threat Assessment Team Lead |
| Jeff Townsend | School Administration Manager | jeffrey_townsend@scps.k12.fl.us | Testing (FSA, EOCs), PSAT/SAT School Day (Fall & Spring), Quarterly Heads-Up Calendar, Freshman Orientation Presentation in Auditorium, Bell Schedules, Data Analysis for PLCs/Admin Team/etc., Textbooks, Boost Camps, Frontline Instructor, Additional SAT Prep Coordinator, Senior Auditorium Presentation Coordinator, Wellness Champ, Teach-In, Mental Health Training Coordinator, United Way |
| Dr. Rachel Menta | Assistant Principal | rachel_miracolo@scps.k12.fl.us | At-Risk Seniors Program, ELL Graduation Rate, A+ Monitor for Reading Data, Reading & Writing Initiatives, School Wide Literacy Plan, Professional Development, Graduation Coordinator, Advanced Opportunities Coordinator, Teacher/Employee of the Year, Interns, Tutoring, Weekly Admin Out Communication, Summer Supply Lists/Reading Lists, Frontline Administrator, Cluster Articulation, Senior Week Liaison, Senior Auditorium Presentation to include Admin Video, Administrative Professionals Day, Honor Grad Night, Career Grad Night, Biotechnology Program of Emphasis |

| | | | |
|-----------|---------------------|--|---|
| Kat Petty | Instructional Coach | kathryn_petty@scps.k12.fl.us | Instructional Coaching Responsibilities such as data chats, peer observations, coaching cycles, Blended Learning Coach, New Teacher Orientation, Professional Development Instructor (i.e., CAR-PD, Technology, individualized), School-Wide Literacy Initiatives to include CAR-PD and DBQ Implementation for World History, Write Score |
|-----------|---------------------|--|---|

| | | | |
|--------------|-------------------|--|---|
| Sarah Reilly | Guidance Director | sarah_reilly@scps.k12.fl.us | Dual Enrollment, Curriculum Night Team, PSAT/SAT Night, Senior Awards Night |
|--------------|-------------------|--|---|

List the members of the literacy leadership team.

| Name | Title | Email | Responsibilities |
|--------------|--------------|--|---|
| Rachel Menta | Dr. | miracorm@myscps.us | AP over ELA, Reading, ESOL, and CTE |
| Nicole Davis | Ms. | nicole_davis@scps.k12.fl.us | Reading Coach, 10th Grade Reading Teacher |
| Kat Petty | Mrs. | kathryn_petty@scps.k12.fl.us | Instructional Coach, 10th Grade ELA Teacher |

Student Transition and Readiness

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.

Oviedo High School promotes academic and career planning to ensure that students' academic records are being monitored. Counselors are assigned by alpha splits of the last names of students. Counselors meet individually with each student in the 10th, 11th, and 12th grade to discuss career and college options, as well as planning course selections to assist students with preparing for post-secondary opportunities. Undecided students are encouraged to participate in career exploration through the ASVAB exam. In addition, the guidance department, with the help of volunteers, maintains a College and Career room for students to access resources to prepare them for life after high school. Scholarship opportunities are updated by our Guidance Department on a web-based google platform where students can check for links to various scholarship opportunities.

Identify the career and technical education programs available to students and industry or community organizations.

Oviedo High School offers a variety of experiences within its Career and Technical Education programs. Several vocational learning tracks provide progressive opportunities leading to industry certification and/or CAPE designation. These programs include: Web Design, Digital Design, Digital Information Technology (DIT), Interior Design, Early Childhood Education, TV Production, Culinary Arts, and Automotive Maintenance and Light Repair. The Bioscience Technology Program of Emphasis also provides certification opportunities. Career education offerings at Oviedo High School include Programming, Computer Science, and Bioscience courses. Certifications that can be earned in the programs noted above: TV Production: Adobe Premier Pro CC, Adobe Photoshop CC Digital Design 1: Adobe Photoshop; Digital Design 2: Adobe InDesign; Digital Design 3: Adobe Illustrator Digital Information Technology (DIT): Microsoft Office Specialist (MOS) -MS PowerPoint, MS Word, MS Excel Culinary Arts Level 1: SafeStaff; Level 3: ServSafe Food Protection Manager Certification Early Childhood Education Level 1: DCF Staff Credential; Level 2: ServSafe; Level 4: Child Development Association (CDA) Design Services: Chief Architect-Certified Apprentice Exam WEB: User Interface Design: Adobe Dreamweaver; Advanced Scripting: Adobe Animate Biotechnology 3: Biotechnology Assistant Credentialing Exam (BACE) Biotechnology 4: Pharmacy Technician Exam (ExCPT) Automotive Technologies (1-4): Florida Auto Dealership Association Certification (FADA); Entry level test and technician test (ASE) in 10 categories

High School Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

- A. Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
- B. Ongoing feedback loop between leadership and teacher, students and teachers and student with students
- C. PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S.; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

**All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.*

| ELA | | |
|--|----------------|--------|
| Indicators (Actual) | Strategic Plan | Target |
| Achievement | B.1.1 | 95 |
| Achievement for sub group: Black | B.1.1 | 95 |
| Achievement for sub group: Hispanic | B.1.1 | 95 |
| Achievement for sub group: White | B.1.1 | 95 |
| Achievement for sub group: Mul | B.1.1 | 95 |
| Achievement for sub group: SWD | B.1.1 | 95 |
| Achievement for sub group: FRL | B.1.1 | 95 |
| Achievement for sub group: ELL | B.1.1 | 95 |
| Learning Gains | B.1.1 | 95 |
| Learning Gains of the Low 25% | B.1.1 | 95 |
| Learning Gains for High 1 levels | B.1.1 | 95 |
| Learning Gains for High 2 levels | B.1.1 | 95 |
| Learning Gains for Low 3 levels | B.1.1 | 95 |
| Learning Gains for sub group: Black | B.1.1 | 95 |
| Learning Gains for sub group: Hispanic | B.1.1 | 95 |
| Learning Gains for sub group: White | B.1.1 | 95 |
| Learning Gains for sub group: Mul | B.1.1 | 95 |
| Learning Gains for sub group: SWD | B.1.1 | 95 |
| Learning Gains for sub group: FRL | B.1.1 | 95 |
| Learning Gains for sub group: ELL | B.1.1 | 95 |

| Social Studies | | | |
|-------------------------------------|----------------|--------|--|
| Indicators | Strategic Plan | Target | |
| Achievement | B.1.1 | 95 | |
| Achievement for sub group: Black | B.1.1 | 95 | |
| Achievement for sub group: Hispanic | B.1.1 | 95 | |
| Achievement for sub group: White | B.1.1 | 95 | |
| Achievement for sub group: Mul | B.1.1 | 95 | |
| Achievement for sub group: SWD | B.1.1 | 95 | |
| Achievement for sub group: FRL | B.1.1 | 95 | |
| Achievement for sub group: ELL | B.1.1 | 95 | |

| Common Assessments | | | |
|---|---------------------|----------------|--------|
| Indicators | Grade Level/Subject | Strategic Plan | Target |
| ELA Common Assessment students scoring on grade level | Grade 9 | B.2.4 | 95 |
| | Grade 10 | B.2.4 | 95 |
| History Common Assessment students scoring on grade level | US History | B.2.4 | 95 |

High School Essential Instructional Priority 1 – Quality Instruction

| Math | | |
|--|----------------|--------|
| Indicators | Strategic Plan | Target |
| Achievement | B.1.1 | 95 |
| Achievement for sub group: Black | B.1.1 | 95 |
| Achievement for sub group: Hispanic | B.1.1 | 95 |
| Achievement for sub group: White | B.1.1 | 95 |
| Achievement for sub group: Mul | B.1.1 | 95 |
| Achievement for sub group: SWD | B.1.1 | 95 |
| Achievement for sub group: FRL | B.1.1 | 95 |
| Achievement for sub group: ELL | B.1.1 | 95 |
| Learning Gains | B.1.1 | 95 |
| Learning Gains of the Low 25% | B.1.1 | 95 |
| Learning Gains for High 1 levels | B.1.1 | 95 |
| Learning Gains for High 2 levels | B.1.1 | 95 |
| Learning Gains for Low 3 levels | B.1.1 | 95 |
| Learning Gains for sub group: Black | B.1.1 | 95 |
| Learning Gains for sub group: Hispanic | B.1.1 | 95 |
| Learning Gains for sub group: White | B.1.1 | 95 |
| Learning Gains for sub group: Mul | B.1.1 | 95 |
| Learning Gains for sub group: SWD | B.1.1 | 95 |
| Learning Gains for sub group: FRL | B.1.1 | 95 |
| Learning Gains for sub group: ELL | B.1.1 | 95 |

| Science | | |
|-------------------------------------|----------------|--------|
| Indicators | Strategic Plan | Target |
| Achievement | B.1.1 | 95 |
| Achievement for sub group: Black | B.1.1 | 95 |
| Achievement for sub group: Hispanic | B.1.1 | 95 |
| Achievement for sub group: White | B.1.1 | 95 |
| Achievement for sub group: Mul | B.1.1 | 95 |
| Achievement for sub group: SWD | B.1.1 | 95 |
| Achievement for sub group: FRL | B.1.1 | 95 |
| Achievement for sub group: ELL | B.1.1 | 95 |

| Common Assessments | | | |
|---|-----------------------|----------------|--------|
| Indicators | Grade Level/Subject | Strategic Plan | Target |
| Math Common Assessment students scoring on grade level | Algebra 1 | B.2.4 | 95 |
| | Geometry | B.2.4 | 95 |
| Science Common Assessment students scoring on grade level | Environmental Science | B.2.4 | 95 |
| | Biology | B.2.4 | 95 |

| 5 Essentials | | |
|---------------------------|----------------|--------|
| Indicators | Strategic Plan | Target |
| 5E_SM_Classroom Rigor | B.1.1 | 70 |
| 5E Ambitious Instruction | B.1.1 | 70 |
| 5E Collaborative Teachers | B.1.1 | 70 |

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

| Strategy/ Action Item | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|--|--|-------------------------|-------------|--|--|
| 9th/10th grade ELA/Reading weekly data chats with physical and digital student data folders to analyze their individual progress and provide students with enrichment and remediation as necessary to increase their level of achievement. | Rachel Menta, Kat Petty, Nicole Davis, Reading teachers, 9th/10th grade ELA teachers | Weekly | Y | Progress monitoring on a weekly basis with quarterly updates | Data chats, STAR Assessment results, learning logs, progress charts, Write Score, Achieve 3000, Achieve 3000 Word Studio, PSAT scores, FSA/EOC scores, EdInsight data, Skyward, teacher created assessments, 9 weeks common assessments, celebration of student success, and Professional Development Learning Logs. |
| Algebra 1/Liberal Arts Math 1 - Khan Progress monitoring utilizing data sheets for each student to have weekly data chats to check individual progress and provide students with the extra support and guidance needed. | Nancy Diaz, Algebra 1/LAM 1/Geometry teachers | Quarterly | Y | Progress monitoring on a weekly basis with quarterly updates | C9A Algebra 1 exam scores Item Analysis by Standard through Edinsight and PLC discussions with LAM 1 teachers, STAR Assessment Data, and Professional Development Learning Logs. |

| | | | | | |
|--|---|--------|---|--|---|
| Progress monitoring of 11th and 12th grade ELA/Reading through USA Test Prep, Collegeboard and ACT test prep and practice tests. | Rachel Menta, Kat Petty, Nicole Davis, Reading teachers | Weekly | Y | Collaboration between schools with operation graduation. Progress monitoring on a weekly basis and discussed during PLC meetings | SAT, ACT scores, FSA ELA Reading re-take scores, and STAR Assessment Data, graduation rate, and Professional Development Learning Logs. |
|--|---|--------|---|--|---|

| | | | | | |
|---|--|---------|---|--|---|
| Biology data chats with student data folders to analyze their individual progress and provide students with enrichment and remediation as necessary to increase their level of achievement. | Drew Morgan, Cherie Brinkman, Biology teachers | Monthly | Y | Progress monitoring on a monthly basis and discussed during PLC meetings | C9A Biology exam scores Item Analysis by Standard through Edinsight, PLC discussions with Biology teachers, and Professional Development Learning Logs. |
|---|--|---------|---|--|---|

Low 30% Monitoring Action Plan

| Strategy/ Action | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|---|--|---|-------------|--|--|
| Students are identified for teachers in the core curriculum areas. | Administrative team, curriculum leaders, and instructional coach | Weekly with students and quarterly with administrative team | N | Progress monitoring on a weekly basis with quarterly updates and discussed during PLC time on Wednesdays | Teachers will monitor their students who fall in the Lower 30% throughout the year as to their progress in class. As deemed appropriate, students are tiered into Multi-Tiered System of Support (MTSS). |
| ESE case managers will pull students on a weekly basis for extra Math and English tutoring. | Tanya Cameron, ESE case managers | Weekly | N | Progress monitoring on a weekly basis with quarterly updates and discussed during PLC time | Support facilitation logs, checking student grades in Skyward to track progress |

High Level 1 and 2 Monitoring Action Plan

| Strategy/ Action Item | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|---|--|-------------------------|-------------|--------------------------------------|---|
| <p>Identify students' scale score and develop a targeted goal to move them into the next level of achievement to show learning gains. Monitor through ACHIEVE 3000, ACHIEVE 3000 Word Studio (for our disfluent students below a 660 Lexile), Write Score, C9A's, No Red Ink, and Khan to chart their progress in math.</p> | <p>Administrative team, curriculum leaders, and instructional coaches (school-based and district) and teachers</p> | <p>Bi-monthly</p> | <p>Y</p> | <p>On-going</p> | <p>Achieve 3000 USA Test Prep (11th/12th graders) Khan Academy - used in Math classes, Write Score - writing tool for FSA writing prep, aligned to state assessments (Reading and Writing) Boost Camps - offered in the Spring in preparation for EOCs in Algebra 1, Biology, and US History C9A results in EdInsight</p> |

Low Level 3 Monitoring Action Plan

| Strategy/ Action Item | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|---|--|---------------------------------|---------------------|--|--|
| Identify students' scale score and develop a targeted goal to move them into the next level of achievement to show learning gains. Monitor through ACHIEVE 3000 in core ELA courses and Khan Academy in math classes to chart their progress. | Rachel Menta, Kat Petty, Nancy Diaz | Bi-monthly | Y | On-going | Achieve 3000, STAR Assessment Data, USA Test Prep, Khan Academy Reading Plus Write Score Boost Camps C9A scores from EdInsight |

High School Essential Instructional Priorities

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

- A. Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
- B. Development of a student centered culture
- C. Continued focus on campus safety and building a culture of respect
- D. Sharing collective responsibility for the success of all students in the school

**All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.*

| Indicators | Strategic Plan | Target |
|----------------------------|----------------|--------|
| 5E Supportive Environment | D.1 | 70 |
| SCPS Safety | D.1 | 10 |
| 5E_SE_Academic Personalism | D.3 | 70 |

| Indicators | Strategic Plan | Target |
|---------------------------------|----------------|--------|
| 5E_SE_Student-Teacher Trust | D.3 | 70 |
| 5E_CT_Collective Responsibility | B.1.1 | 70 |
| Students with 10+ Absences | D.2 | 25 |

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

| Strategy/ Action | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|---|--|-------------------------|-------------|---|---|
| Monitoring and mentoring of seniors – PRIDE/ESOL/At-Risk. Fourth year students having 16 or fewer credits will be placed in an intensive online setting to make up credits so that the students can graduate on time. | Administrative team and Guidance department | Twice a quarter | N | Twice each 9 weeks with updates at admin meetings | Increase in number of ESOL students graduating and increase number of PRIDE students graduating. Google Sheet documentation of progress grades and mentor meetings with students. |
| Truancy and Attendance monitoring of all students. | Matthew Guglielmello, Nancy Diaz, Guidance and MTSS team | Weekly | N | Weekly updates through e-mail | 5, 10 and 15 day letters home, meet with social worker, referral to MTSS |

Safety Survey Action Plan

| Topic Item | Strategy/ Action | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|---|---|--|-----------------------------|-----------------|--|--|
| Hard corner identification in classrooms. | Post hard corner signs in every classroom and remind students throughout the year about the location. | Administrative team, all teachers | 8/10/2021 | N | Quarterly | Observations by administrative team and asking students. |
| Increased Parking Lot Security | Gates have been added and locked during school hours to ensure back parking lot is secure and create a single point entry for campus. | Trent Daniel, Drew Morgan, Demetrius Galindez, Lt. Kelly Martin, Captain Tracy Fortenberry, SROs, and Security Guards. | 8/10/2021 | N | Daily | Decrease in transient students leaving and entering campus from the rear. Decrease in truancy and campus disturbances from wandering students. Increase in attendance. |
| Front Desk Entrance Buzzer | Locked front doors with remote entry used to limit guests from entering without being recognized by front office staff. | Trent Daniel, Drew Morgan, Demetrius Galindez, SROs, Front Office Staff | 8/10/2021 | N | Daily | Raptor sign-in and monitoring will increase as guests are required to be identified before entering campus. |

Communication about Safety Action Plan

| Strategy/ Action | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|---|--|-------------------------|-------------|--------------------------------------|--|
| Communication with students about campus safety with weekly public service announcements through WROR TV and the weekly Principal's Update. | Trent Daniel, Demetrius Galindez, Ryan Meyer (SRO) | Weekly | N | Weekly | Safety updates provided at weekly admin meetings and through the weekly Principal's Update. |
| Increase Raptor EM Alert App Download | Demetrius Galindez | On-going | Y | On-going | Increase percentage of Raptor EM Alert button app downloads and usage. Teachers will be able to take attendance during emergencies and drills. Administrative staff will be able to send alerts through the app. |
| Consistently conduct Fire and Code Red Drills. | Trent Daniel, Demetrius Galindez, Ryan Meyer (SRO) | Monthly | Y | Monthly | Code Red logs in Raptor system, observation by administrators |
| Improve adult visibility in halls, bathrooms, and around campus. | Demetrius Galindez, School Safety Officers, Security Team, Administrative team, all teachers | Daily | Y | Daily | Observation by admin of increased patrols in bathrooms and hallways, observation by admin of teachers greeting students in the hallway and addressing any issues, administrators consistently on duty during class changes and lunch |

Building Relationships and Connecting with Stakeholders Action Plan

| Strategy/ Action | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|---|----------------------------------|---------------------------------|---------------------|--|--|
| PTSA, Project Graduation, SAC, Student Government, Future Gen, GSA, RISE, and Latinos in Action | Administrative Team | 8/10/2021 | N | Monthly | Admin team members will be assigned groups of stakeholders to update on school decisions and actions. These groups will incorporate parents, students, and community members in order to provide two way communication between all stakeholders. |

High School Essential Instructional Priorities

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21st century by offering rigorous learning environments.

- A. Schools will provide advanced academic courses and academic support to Advanced Opportunities students.
- B. All students will have access to courses through Advanced Placement, International Baccalaureate, dual enrollment and industry certification that can lead to post-secondary credit.
- C. High Schools will prepare and support all students to graduate with their age-appropriate cohort.

SCPS high schools review feedback reports on graduation rate, acceleration and post-secondary success per s. 1008.37(4), F.S.

**All data targets are reported as percentages.*

| Indicators | Strategic Plan | Target | Indicators | Strategic Plan | Target |
|---|----------------|--------|---|----------------|--------|
| College and Career Success | B.1.1 | 95 | Graduation Rates | A.2 | 95 |
| College and Career Success: Black | B.1.1 | 95 | Graduation Rates: Black | A.2 | 95 |
| College and Career Success: Hispanic | B.1.1 | 95 | Graduation Rates: Hispanic | A.2 | 95 |
| College and Career Success: White | B.1.1 | 95 | Graduation Rates: White | A.2 | 95 |
| College and Career Success: Mul | B.1.1 | 95 | Graduation Rates: Mul | A.2 | 95 |
| College and Career Success: SWD | B.1.1 | 95 | Graduation Rates: SWD | A.2 | 95 |
| College and Career Success: FRL | B.1.1 | 95 | Graduation Rates: FRL | A.2 | 95 |
| College and Career Success: ELL | B.1.1 | 95 | Graduation Rates: ELL | A.2 | 95 |
| AO students enrolled in advanced courses: Black | B.2.7 | 95 | 5E – School Wide Future Orientation | A.2 | 70 |
| AO students enrolled in advanced courses earning a grade of C or higher: Black | B.2.7 | 95 | 5E – Expectations for Postsecondary Education | A.2 | 70 |
| AO students enrolled in advanced courses: Hispanic | B.2.7 | 95 | Industry Certifications Earned | C.3 | 70 |
| AO students enrolled in advanced courses earning a grade of C or higher: Hispanic | B.2.7 | 95 | | | |
| AO students enrolled in advanced courses: FRL | B.2.7 | 95 | | | |
| AO students enrolled in advanced courses earning a grade of C or higher: FRL | B.2.7 | 95 | | | |
| AO students enrolled in advanced courses earning a grade of C or higher: FRL | B.2.7 | 95 | | | |

| College Board Assessments (SAT/PSAT) | | | |
|--------------------------------------|-------------|----------------|--------|
| Indicators | Grade Level | Strategic Plan | Target |
| EBRW | Grade 9 | B.2.5 | 95 |
| | Grade 10 | B.2.5 | 95 |
| | Grade 11 | B.2.5 | 95 |
| | Grade 12 | B.2.5 | 95 |

| College Board Assessments (SAT/PSAT) | | | |
|--------------------------------------|-------------|----------------|--------|
| Indicators | Grade Level | Strategic Plan | Target |
| Math | Grade 9 | B.2.5 | 95 |
| | Grade 10 | B.2.5 | 95 |
| | Grade 11 | B.2.5 | 95 |
| | Grade 12 | B.2.5 | 95 |

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

| Strategy/ Action Item | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|---|-----------------------------------|---------------------------------|---------------------|--|---|
| Students have been tagged in Skyward for AO, scheduled in advanced classes, and are being monitored on a quarterly basis. | Rachel Menta, Guidance Counselors | On-going | N | Beginning of the school year, each quarter, and at the end of the year | Increased percentage of student enrollment in advanced courses. Every quarter, the administrative team will review data on the SCPS Dashboard with specific focus on student performance in Advanced Opportunity courses. |

College Board (SAT) Support and Monitoring

| Strategy/Action Item 1 | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|---|--|-------------------------|-------------|--------------------------------------|---|
| Increase the number of seniors and juniors who take the SAT/PSAT and ACT with a focus on students who need a concordant ELA score in order to graduate. | Jeff Townsend | 5/31/2022 | Y | Semester | Number of students testing |
| Increase the number of students receiving a concordant ELA 10 score on the SAT or ACT by having English 3 and English 4 courses co-taught with English/Reading certified teachers to students still needing a concordant score for graduation purposes. | Rachel Menta, Erin Dicarolis, Margaret Hueston, English and Reading teachers | 5/31/2022 | Y | Daily | Increased percentage of passing scores on SAT or ACT. |

Industry Certifications Action Plan

| Strategy/ Action Item | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|---|--|-------------------------|-------------|--------------------------------------|---|
| Increase the availability of the ServSafe examinations and pass rates by recruiting district personnel to provide boost camp reviews for students before certification exams. | Karen Stapleton, Brittany Rogers, Rachel Menta, and Danny Evans | 5/31/2022 | N | Semester | Higher number of students obtaining ServSafe certifications. |
| Cross-curricular collaboration between Automotive and Physics, Early Childhood Education and Psychology which will enhance student learning connections. The goal is to increase both industry and EOC success as well as program enrollment. | Rachel Menta, Kathleen Robinson, Brittany Rogers, Rob Dove, Christopher Capp, Kimberly Cox, Jennifer Patrick, Hildreth House, Tom Sterling, and Danny Evans. | 5/31/22 | Y | Semester | DCF testing pass rates, Automotive Certification Exams, AP Psychology pass rates, and course enrollments for next year. |

Graduation Rate Action Plan

12th Grade - Action Plan for Increasing Proficiency in ELA

Current Percent Proficient and/or Achieved a Concordant Score - 80%

| Strategy/ Action Item | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|---|---|-------------------------|-------------|--------------------------------------|---|
| Master Schedule was restructured for co-teaching models in 11th and 12th grade for students who need concordant scores to graduate. These co-taught courses were strategically scheduled and created with the focus of passing the ACT or SAT with concordant scores for graduation. | Rachel Menta, Nicole Davis, Trent Daniel, Erin Dicarolis, Margaret Hueston, Dwight Dorman, Paulette Stadelmann | 8/10/21 | N | Daily | Increase in pass rates on the FSA ELA Reading Retakes, ACT, and SAT |
| Operation Graduation PLC has been created to ensure At-Risk Seniors are on track for graduation. Students will be provided with an administrative mentor and placed in credit recovery programs with flexible schedules to ensure every senior has ample opportunities to graduate. This includes additional tutoring for FSAs and SAT/ACT exams to obtain concordant scores. | Admin Team, Paul Wilkie, Darrius McFadden | 5/31/2022 | N | Daily | Graduation Rate or At-Risk Seniors |

12th Grade - Action Plan for Increasing Proficiency/Concordancy in Math

Current Percent Proficient and/or Achieved a Concordant Score - 94%

| Strategy/ Action Item | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|--|--|-------------------------|-------------|--------------------------------------|---|
| Master Schedule was restructured for Liberal Arts 2 to include students who need concordant scores to graduate. This course was strategically scheduled and created with the focus of passing the ACT or PSAT/SAT with concordant scores for graduation. | Nancy Diaz, Anna Hollis, Kristin Storie, Trent Daniel | 8/10/21 | N | Daily | Pass rates on the Algebra EOC Retakes, ACT, and SAT/PSAT |

Proactive Approaches for Proficiency/Concordancy - Grades 9-11

| Strategy/ Action Item | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|---|---|-------------------------|-------------|--------------------------------------|---|
| Junior ELA courses have been structured to include a co-teaching model with Reading endorsed teachers. This format allows students missing concordant scores to get test preparation strategies for the SAT and ACT in order to be better prepared to graduate. | Trent Daniel, Rachel Menta, Margaret Hueston, Dwight Dorman | 8/10/21 | N | Daily | Fall ACT results, Spring SAT results, FSA Retake Results |
| LA2 has been designed with specific sections for juniors missing the Algebra EOC requirement. LA2 teachers will review test taking strategies for the PSAT, SAT, and ACT in order for students to obtain concordant math scores for graduation. | Trent Daniel, Nancy Diaz, Kristin Storie, Anna-Hollis Childress | 8/10/21 | N | Daily | Fall ACT results, Spring SAT results, Algebra EOC Retake Results |

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

- A. Supports implementation of improved inclusive practices for students with disabilities
- B. Designed to identify priority needs and organize resources
- C. Supports development of short and long term improvement strategies
- D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

| | |
|--|------------------|
| School data reflect that all SWDs are educated in general education contexts 80% or more of the day. | Partially Almost |
|--|------------------|

| | |
|---|------------------|
| Administrators communicate expectations for all personnel to share responsibility for all students. | Partially Almost |
|---|------------------|

| | |
|---|---------------------|
| Administrators communicate expectations for all personnel to use person first language. | Partially Beginning |
|---|---------------------|

Action Plan

Indicator 1

School data reflect that all SWDs are educated in general education contexts 80% or more of the day.

| Strategy/ Action Item 1 | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|--|--|-------------------------|-------------|--------------------------------------|---|
| OHS will offer support facilitation in math computation, reading comprehension and written expression in all ELA classes, Algebra 1, Liberal Arts Math 1, Geometry, and Liberal Arts Math 2. | Tanya Cameron, Rachel Menta, Nancy Diaz | Annually | Y | Annually | Whether or not SWD are being educated in general education classes for at least 80% of their school day. PLC minutes for each team. |

Indicator 2

Administrators communicate expectations for all personnel to share responsibility for all students.

| Strategy/ Action Item | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|---|----------------------------|-------------------------|-------------|--------------------------------------|--|
| Equity Learning Professional Development. Teachers will be provided with an introduction to what equity learning means and offered extensive training on how to incorporate equitable learning strategies through the use of strategic grouping, technology, and providing students choice with path, pace, and place. Universal Design for Learning will allow teachers to include a wider array of choice and opportunity for students. | Kat Petty and Rachel Menta | 1st and 2nd Semester | Y | End of the second semester | PD calendar, teacher exit slips after faculty meeting, observations of implementation. |
| PLC Reset - District-Wide In-Services with school PLCs. | PLC Leaders, Admin Team | 1st Semester | Y | Monthly | Professional Development Logs and meeting minutes. |

Indicator 3

Administrators communicate expectations for all personnel to use person first language.

| Strategy/ Action Item | Person(s) Responsible | Deliverable Due Date | PD (Y/N) | When will this action take place? | What evidence will there be to reflect monitoring for this strategy? |
|---|--|-------------------------|-------------|--------------------------------------|---|
| Training will be provided for equity in learning. Administrators and Teachers will be reminded to not put student disabilities before the student. On-going training will continue from the previous Professional Development last year on person first language. Teachers receive training specific to each individual learner with a disabilities on appropriate ways to communicate. | Tanya Cameron, Admin Team, ESE team | On-going | N | Daily | PD Calendar, Student Surveys on staff relationships. |

Professional Development Plan

| PD Activity | SIP Priority | Date or Schedule | Impact on improved instruction and use of assessment data | PD Participants | # Anticipated Participants | Position(s) Responsible |
|--------------------|--------------|--------------------|---|------------------------|----------------------------|--|
| Faculty In-Service | 2 | | Welcome back to school, safety and security | School-wide | 200 | Trent Daniel |
| Equity Learning PD | 2 | Twice per Semester | Teachers will be provided strategies to create equitable learning environments for students. They will utilize formative and summative assessment data to make instructional adjustments as needed. | Teachers (school-wide) | 25 | Kat Petty and Rachel Menta |
| PD Rotations | 2 | Quarterly | Teachers will be able to select from various PD options based on direct feedback provided to administration on PD needs. Topics may include eCampus, Cooperative Learning, In-Class Flipped models, Technology, and Literacy Goals. | Teachers (school-wide) | 120 | Rachel Menta and other Instructional Leaders |
| Faculty In-Service | BPIE | | Using "person first language" | School-wide | 200 | Tanya Cameron, Florida Inclusion Network |

| | | | | | | |
|--|---------|---------|--|--|-----|--|
| Instructional Leaders Meeting | 1, 2, 3 | Monthly | School updates regarding: Safety, facility, discipline, graduation rate, emergency plans, AO, MTSS, testing, professional development, student schedules, best practices in grading, employee wellness | Administrative team, Instructional Leaders | 30 | Matthew Guglielmello |
| Faculty In-Service | 1, 2 | | Child abuse, human relations, teacher evaluations, discipline reminders, first day procedures, SEA meeting, mask procedures, technology update | School-wide | 200 | Trent Daniel, Matthew Guglielmello, Demetrius Galindez, Rachel Menta, Drew Morgan, Tanya Cameron, Nancy Diaz |
| Faculty In-Service and Department PLCs | 1, 2 | | Team building, understanding what "collective responsibility" means, eCampus uniformity, ZipGrade, Equity Learning, PLCs | School-wide | 200 | Trent Daniel, Rachel Menta, Kat Petty, Instructional Leaders |
| SCPS AP/CTE/ESOL Articulation | 1, 2, 3 | | Articulation with AP, CTE, and ESOL programs | AP, CTE, ESOL, and PLC groups | 100 | Trent Daniel, Matthew Guglielmello, Nancy Diaz, Rachel Menta, Instructional Leaders |
| Faculty In-Service | 1, 2, 3 | | PSAT/SAT School Day; Employee benefits and wellness | School-wide | 200 | Trent Daniel, Jeff Townsend |