Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.

Oviedo High School

School Improvement Plan 2012-2013

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Our Mission

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.

EVALUATION OF SCHOOL IMPROVEMENT PLAN
2011-2012

Reading Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		69.3%	+ 3.7%	73.0%	70.5%	N
High standards Level 4+		39.4%	+ 2.6 %	42.0%	46.8%	Y
Proficiency Level 3+ in AYP subgroups						
	White	74.3%	+ .7 %	76.0%	76.2%	Y
	Black	43.6%	+ 1.4 %	45.0%	40.9%	N
	Hispanic	55.1%	+ 1.9 %	57.0%	58.9%	Y
	ELL	40.0%	+ 5.0 %	45.0%	20.0%	N
	SWD	100.0%	+ 0.0 %	100.0%	55.2%	N
	ED	53.1%	+ 1.9 %	55.0%	49.6%	N
Learning Gains		64.9%	+ 2.1 %	67.0 %	68.0%	Y
Lowest 25% making Learning Gains		50.4%	+ .6 %	51.0%	59.9%	Y
Learning Gains Levels 4/5		56.3%	+ 1.7 %	58.0%	86.7%	Y
Learning Gains in AYP subgroups						
	White	69.0%	+ 2.0 %	71.0%	68.5%	N
	Black	44.4%	+ 1.6 %	46.0%	60.5%	Y
	Hispanic	59.7%	+ 2.3 %	62.0%	66.5%	Y
	ELL	50.0%	+ 2.0 %	52.0%	55.0%	Y
	SWD	43.0%	+ 2.0 %	45.0%	64.2%	Y
	ED	51.2%	+ 1.8 %	53.0%	57.3%	Y

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score		84.9%	+ 1.0 %	85.9%	94.6%	Y
High standards Score 6.0		6.3%	+ 1.0 %	7.3%	0.0%	N
Proficiency Score in AYP subgroups						
	White	86.7%	+ 1.0 %	87.7%	95.3%	Y
	Black	80.4%	+ 1.0 %	81.4%	89.2%	Y
	Hispanic	77.8%	+ 1.0 %	78.8%	95.9%	Y
	ELL	44.4%	+ 1.0 %	45.4%	33.3%	N
	SWD	0.0%	+ 0.0%	0.0%	91.0%	Y
	ED	79.5%	1.0%	80.5%	91.5%	Y
High standards Score 6.0 in AYP subgroups						
	White	6.4%	+ 1.0 %	7.4%	0.0%	N
	Black	6.5%	+ 1.0 %	7.5%	0.0%	N

	Hispanic	3.2%	+ 1.0 %	4.2%	0.0%	N
	ELL	0.0%	+ 1.0 %	1.0%	0.0%	N
	SWD	0.0%	+ 0.0%	0.0%	0.0%	N
	ED	2.6%	+ 1.0 %	3.6%	0.0%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	70%	+ 3.0 %	73%	68%	N
Performance in advanced coursework	89%	+ 3.0 %	92%	85%	N

Discipline Goals			Male		
	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Discipline referrals (duplicated) Subgroup: ED/FRL (2, 3, or 9)	47.0%	- 3.0 %	44.0%	61.7%	N
Out-of-school suspensions (unduplicated) Subgroup: ESE	24.0%	- 4.0 %	20.0%	20.3%	N

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	95.0%	+ .5 %	95.5%	87.6%	N
At-Risk students graduating or advancing with age-level peers	87.0%	+ 3.0 %	90.0%	66.7%	N

Post-Secondary Readiness Goals (high school only)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Graduating seniors readiness in Reading	89.0%	+ 2.0 %	91.0%	93%	Y
Graduating seniors readiness in Math	76.0%	+ 2.0 %	78.0%	80%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroups	17.0%	+ 4.0%	21.0%	6.8%	N
Activity and subgroup: NHS ED	12.0%	+2.0%	14.0%	3.0%	N

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Creation of Teacher Web Pages	0.0 %	+ 50.0 %	50.0 %	33.0%	N
Monthly Newsletter	100.0%	+ 0.0 %	100.0 %	100.0%	Y
Twitter Account	0.0 %	+ 15.00 %	15.0 %	7.0%	N
Skyward Account	0.0 %	+ 70.0 %	70.0 %	69.1%	N

Goal Summary
Number of Goals Met: <u>**20**</u>
Number Not Met: <u>**25**</u>
Number Partially Met: <u>**0**</u>

CARRY OVER GOALS
2012-2013

Carry Over Objective # 1:

Our School will continue to articulate with our feeder schools to provide information and assistance on curricular/extracurricular programs. Counselors, teachers, and staff will collaborate in planning our annual student/parent orientations and curriculum fair. We will work to promote increased academic rigor and more comprehensive assessment at the elementary and middle schools. A special focus on STEM vertical articulation will occur. The administration will provide opportunities for teachers to visit feeder schools, post-secondary institutions, and/or businesses to promote college and career opportunities and for input regarding program designs. We will continue to address the curriculum continua in math and reading K-12 through vertical team meetings with faculty members across the grade levels.

Carry Over Objective # 2:

Our school will continue to align classroom instruction and learning activities with the PAARC and the Common Core Standards and will allocate available funds to provide supplies and other resources necessary to support this alignment.

Carry Over Objective # 3:

Our School will continue to encourage teachers to participate in SCPS Staff Development Department inservices which are advertised throughout the year by email and posted memos. We will continue to use Wednesday afternoons for school Professional Learning Communities. These meetings, which include vertical/horizontal curriculum development, are used to continue the school-wide effort to improve student performance and facilitate implementation of higher level thinking skills practice in the classrooms. We will also continue to train teachers in the use and implementation of new technologies, including additional features/applications of electronic grade reporting using Skyward, EdInsight, Discovery Education, Blackboard, smart boards, Nooks, and computer/LCD systems.

READING GOALS

Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading

Reading Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading

Reading Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Reading

Reading Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Reading

Reading Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Reading

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		70.5%	778 / 1103	+2.5 %	73%
2. Proficiency Level 3.0+ in subgroups:					
	White	76.2%	612 / 803	+.8%	77%
	Black	40.9%	36 / 88	+4.1%	45%
	Hispanic	58.9%	96 / 163	+.1%	59%
	ELL	20.0%	4 / 20	+5.0%	25%
	SWD	55.2%	85 / 154	+.8%	56%
	ED	49.6%	167 / 337	+2.4%	52%
3. High Standards Level 4.0+		46.8%	516 / 1103	+1.2%	48%
4. Learning Gains		68.0%	703 / 1034	+1.0%	69%
5. Lowest 25% Making Learning Gains		59.9%	163 / 272	+ .1%	60%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		35.8%	83 / 1034	+2.2%	38%
7. Learning Gains Levels 4/5		86.7%	419 / 483	+1.3%	88%
8. Learning Gains in subgroups:					
	White	68.5%	517 / 755	+1.5%	70%
	Black	60.5%	49 / 81	+1.5%	62%
	Hispanic	66.5%	105 / 158	+1.5%	68%
	ELL	55.0%	11 / 20	+1%	56%
	SWD	64.2%	97 / 151	+.8%	65%
	ED	57.3%	180 / 314	+.7%	58%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Provide instruction in the grammar, usage, and mechanics of standard English.	# 1-8	Prerequisite skills and knowledge of students and teachers	Administration Faculty	Ninth and tenth-grade English teachers, reading teachers, reading coach, guidance counselors, and administrators will monitor progress each nine weeks.	Lesson plans, Daily Warm-Ups	im, b, st, t
2. Provide professional development to faculty in content area reading strategies and critical thinking skills.	# 1-8	Lack of adequate temporary duty days, time, motivation	Same as above	Same as above	EIS System	im, b, st, or, t
3. Provide instruction in enhancing and expanding a working vocabulary learning morphemes.	# 1-8	Lack of consistent usage in lesson plans	Same as above	Same as above	Lesson Plans	im, b, st
4. Employ textbooks and supplementary materials appropriate to student reading levels.	# 1-8	Textbook requirement for content areas are state/district determined and may not be lexiled low enough	Same as above	Same as above	Textbook Inventory System	im, b, st
5. Encourage students to use www.fcatexplorer.com to sharpen test-taking and study strategies for FCAT Reading.	# 1-8	Lack of Internet at home	Administration /Faculty/FCAT Teacher	Same as above	FCAT Explorer Log	tech
6. Continue to support Accelerated Reading program.	# 1-8	Consistent implementa-tion, motiva-tion	Same as above	Same as above	Media Center Circulation Report, AR Program Report	t, b

	#					
7. Continue rewards and incentives (such as prizes and coupons) through business partners and PTSA to encourage 9th- and 10th-grade at-risk students to succeed on the FCAT reading test.	# 1-8	Economic downturn	Business Partners/ Teachers/ Administration	Same as above	Log of Rewards	or
8. Students' reading progress will be monitored using EdInsight Data/Write Score Reading/Discovery Education Assessments during the school year	# 1-8	Ease of use of EdInsight	Administration /Faculty	Same as above	Write Score, Discovery Education, DA, FCAT	b. t
9. Parental awareness of reading strategies will be mailed home in the monthly newsletter.	# 1-8	Motivation of parents to read, lack of current address in Skyward	Administration /Faculty	Same as above	Log of Mailings	b, or
10. Use Discover Education Assessment to diagnose students' reading weaknesses.	# 1-8	User friendliness of program for teachers and reading coach	Reading Coach/English Teachers	Same as above	Discovery Education	t. st
11. Content area teachers will use reading strategies daily to promote critical thinking, comprehension-building, and vocabulary to access the textbooks and other supplemental materials in their fields.	# 1, 3-5, 7, 8	Consistent implementa-tion, motiva-tion, confidence	All faculty members	Same as above	Lesson Plans	B, im, or, t
12. Review FCAT reading benchmarks daily in every English/reading/world language/social studies class focusing on main idea, cause/effect, compare/contrast, word phrases, author's purpose, inferences, drawing conclusions, and references/research.	# 1-8	Consistent implementa-tion	Reading/ English/Social Studies/World Language Teachers	Same as above	Lesson Plans	im, t
13. Provide professional development to content area teachers through the Content Support Team.	# 1-8	Follow up	Faculty, CST Team, Reading Coach	Same as above	Evaluation after visitations	im, or, sss, tech, t
LQ: ↓						

14. Ninth and tenth-graders that scored Level 1 and 2 on Grade 8 or 9 FCAT Reading will receive intensive reading instruction. Instruction will be based on the results of Discover Education Assessment, Write Score, Oral Reading Fluency, Reading Plus, and USA Test Prep to pinpoint and focus skill- building on individual student needs.	#4, 5, 7, 8	Time to develop progress monitoring system that is effective.	English/ Reading Teachers/ Administration /Reading Coach	The administration will review quarterly the action items being carried out in each subject area toward the objective, including the students' scores on the FCAT Reading practice test/Write Score/ Discovery Education Assessment/Performance Matters Data. The administrators and the Guidance Counselors will monitor and evaluate progress toward the fulfillment of our action plans, and mid-year and end-of-year progress report will be made to faculty and staff.	DA, Discovery Education, Write Score, FCAT	im, st, b, tech
15. Content area teachers will use reading strategies daily to promote critical thinking, comprehension-building, and vocabulary to access the textbooks and other supplemental materials in their fields.	#4, 5, 7, 8	Motivation, confidence	All faculty members	Same as above	DA, Discovery Education, Write Score, FCAT	b, im, or, t, tech
16. Provide in-service training for all teachers that includes, but not limited to, classroom strategies to improve student performance, modification of curriculum to meet students' needs, and reading strategies.	#4, 5, 7, 8	Limited budget, resources	Faculty, Administration Reading Coach	Same as above	Professional Development Calendar	b, sss, st, tech, im, t

17. Monitor Level 1 and 2 students from all of the cell groups of AYP (Black, Hispanic, ESOL, ESE, and economically disadvantaged) to be sure our instructional program is serving all of those who require assistance using EdInsight Data.	#4, 5, 7, 8	Time, consistent monitoring	Guidance/ Faculty/ Administration	Same as above	EdInsight Data	st, sss
18. Continue administration and guidance visits for the lower quartile reading classes designed to promote efficient approaches to test taking, organizational skills, goal-setting, and reading strategies.	#4, 5, 7, 8	Time Constraints	Administration /Guidance	Same as above	Log	st
19. Encourage parents to register and use the Skyward Parent Portal system.	#4, 5, 7, 8	Lack of Internet at Home; lack of parental computer skills	Administration /Guidance	Same as above	log	st
20. Review FCAT reading benchmarks daily in every English/reading/world language/social studies class focusing on main idea, cause/effect, compare/contrast, word phrases, authors purpose, inferences, drawing conclusions, and references/research.	#4, 5, 7, 8	Time, motivation	Reading/ English/Social Studies/World Language Teachers	Same as above	FCAT	im, t
21. Provide all teachers with projected lowest quartile lists of students so they may mentor, monitor, encourage, and enrich their classroom experiences as a motivation to succeed on FCAT.	#4, 5, 7, 8	Time, consistent implementa-tion	All faculty members	Same as above	EdInsight, Skyward	im, or, t

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

MATH GOALS ALGEBRA END OF COURSE (EOC) EXAM
Aligned with Strategic Plan System Initiative B   (Middle and High School)

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 Algebra EOC exam
Math Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 Algebra EOC exam
Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 Algebra EOC exam
Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 Algebra EOC exam
Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 Algebra EOC exam
Math Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 Algebra EOC exam
Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 Algebra EOC exam
Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 Algebra EOC exam

Math Goals 1 thru 8 (Algebra EOC)	Current %	# of #	% +/-	Expected %
1. Proficiency Level 3+	61.5%	184 / 299	+1.5%	63%
2. Proficiency Level 3+ in subgroups:				
White	67.4%	130 / 193	+.6%	68%
Black	43.8%	14 / 32	+1.2%	45%
Hispanic	55.4%	31 / 56	+1.6%	57%
ELL	66.7%	4 / 6	+.3%	67%
SWD	34.0%	18 / 53	+1.0%	35%
ED	45.1%	64 / 142	+.9%	46%
3. High standards 4+	13.4%	40 / 299	+1.6%	15%
4. Learning Gains	67.2%	168 / 250	+.8%	68%
5. Lowest 25% making Learning Gains	60.0%	48 / 80	+2.0%	62%
6. Learning Gains increase a level (Level 3 to 4, 4 to 5, 3 to 5) *new	21.8%	27 / 124	+.2%	22%
7. Learning Gains Levels 4/5				
8. Learning Gains in subgroups:				
White	68.4%	108 / 158	+1.6%	70%
Black	57.1%	16 / 28	+.8%	58%
Hispanic	65.4%	34 / 52	+.6%	66%
ELL	83.3%	5 / 6	+1.7%	85%
SWD	50.0%	25 / 50	+2.0%	52%
ED	55.6%	65 / 117	+1.4%	57%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (Progress Monitoring Assessment, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Teach students to analyze, synthesize, and evaluate numeric ideas, concepts, and information.	#1-8	Prior knowledge of students	Administration Faculty	Math teachers and administration will monitor progress each nine weeks.	Lesson plans	im, b, st
2. Maintain pre-testing and post-testing to target at-risk 9th and 10th grade students for remediation. Utilize EdInsight Data to progress monitor students.	#1-8	Lack of student motivation, test fatigue	Same as above	Same as above	Progress Monitoring Assessment, EOC, EdInsight	b, st, im
3. Encourage students to use www.pearsonsuccessnet.com to sharpen test-taking and study strategies for the Algebra I/Geometry EOC exams.	#1-8	Lack of Internet at home	Same as above	Same as above	Access student activity reports through Pearson teacher website.	tech
4. Provide professional development to faculty and staff to develop strategies that will positively impact student academic performance in math. Teachers will follow the revised SCPS curriculum matrix that focuses instruction on the Power Benchmarks for math.	#1-8	Time	Same as above	Same as above	EIS, Professional Development Calendar	im, b, t
5. Students who fail the Algebra I or Geometry EOC Exams will receive remediation through intensive math instruction (College Preparatory Math) and/or OHS designed, after hours tutoring prior to the EOC retake date.	#1-8	Scheduling conflicts	Math Teachers	Same as above	Progress Monitoring Assessment, EOC, EdInsight	im, b, st, t
6. LQ: ↓				Same as above		
7. All incoming ninth graders scoring level 1 and 2 on the 2012 FCAT Math will receive intensive math instruction. Instruction will be based on the results of diagnostic testing (Discovery Education, DAs, Department created PMAs) to focus skill-building efforts on students' needs.	#1-8	Lack of student motivation	Administration/Faculty	Same as above	Progress Monitoring Assessment, EOC, EdInsight	im, b, tech

8. Encourage parents to register for and use the Skyward Parent Portal.	#1-8	Lack of Internet at home; lack of parental computer skills	Same as above	Same as above	Skyward Parent Portal	st

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing

Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		94.6%	442 / 467	+.4%	95%
2. Proficiency Score 3.0+ in subgroups:					
	White	95.3%	328 / 344	+.7%	96%
	Black	89.2%	33 / 37	+.8%	90%
	Hispanic	95.9%	71 / 74	+.1%	96%
	ELL	33.3%	2 / 6	+1.7%	35%
	SWD	91.0%	61 / 67	+1%	92%
	ED	91.5%	108 / 118	+.5%	92%
3. High Standards Score 6.0		0.0%	0 / 467	+1%	1%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 344	+1%	1%
	Black	0.0%	0 / 37	+1%	1%
	Hispanic	0.0%	0 / 74	+1%	1%
	ELL	0.0%	0 / 6	+1%	1%
	SWD	0.0%	0 / 67	+1%	1%
	ED	0.0%	0 / 118	+1%	1%

*The writing proficiency level for 2011-12 was changed from 4.0 to 3.0 by the Florida DOE. The 2012-13 will be adjusted upon new State Board ruling.

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Select appropriate textbooks, periodicals, and other supplementary materials to improve communication skills.	#1-4	Motivation of students	Administration/ Faculty	Tenth-grade English teachers/guidance counselors/ and administrators will monitor progress each nine weeks.	Media circulation center, textbook log	im
2. Use technological facilities and equipment available on campus.	#1-4	CBT Schedule limiting computer access on campus	Same as above	Same as above	Computer lab log	tech
3. Ninth and tenth-graders will receive instruction in expository and persuasive writing techniques from teachers in every subject area.	#1-4	Motivation of students, timely feedback	Same as above	Same as above	Lesson plans	b, st, t, im
4. Students' writing progress will be monitored using Write Score or the DA three times during the school year: August/December/January to facilitate timely interventions, target skill-building, and to measure ongoing improvement. Analyze EdInsight Data.	#1-4	Timely feedback	Same as above	Same as above	EdInsight, Write Score	b, t, st
5. Provide staff development to faculty on the "6 traits of writing".	#1-4	Implementation into the curriculum	Same as above	Same as above	Blackboard, Video, District PowerPoint, professional development calendar	t, tech
6. To ensure that all teachers are familiar with the components of the FCAT Writing 6.0 Rubric and can effectively utilize it to assess students' writing. These teachers will ensure that their students are familiar with the rubric and can use it for self-assessment and peer review of specific writing sections.	#1-4	Motivation of students, ability of students to collaborate	FCAT Writing Trainers/ Administrators	Same as above	Blackboard, Video, District PowerPoint	t, tech
7. To administer a mock FCAT writing test to all English I and II students in December.	#1-4	Timely feedback	Writing Administrators/ English Teachers	Same as above	Lesson plans, OHS testing calendar	st

8.	To provide after school tutoring specific to the FCAT writing test for English II students.	#1-4	Timely feedback, lack of student transportation after school	Writing Administra-tors/English Teachers	Same as above	Student log-in documentation	b, st
9.	To ensure that all English teachers are familiar with the components of PAARC.	#1-4	Motivation of students, Ability of students to synthesize, analyze, etc.	Writing Trainers/Ad-inistrators	Same as above	PLC Reflections	t, tech

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

Advanced Coursework Goal #1: To increase the percent of students "participating" in advanced coursework
Advanced Coursework Goal #2: To increase the percent of students "performance" in advanced coursework

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Elementary School: Middle School level coursework
Middle School: High school level coursework
High School: Accelerated Coursework: (HS Accountability formula)

Advanced Coursework Goals 1 and 2	Current %	% +/-	Expected %
1. Level of Participation	68%	+2.0%	70%
2. Level of Performance	85%	+2.0%	87%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Maintain or increase the number of Advanced Placement courses offered at OHS.	#1-2	Budget	Faculty/ Administra-tion/ Guidance/ Department Chairs/AP Vertical Team Leaders	Guidance and Administration will monitor participation in Honors and Advanced Placement courses each nine weeks.	Curriculum Guide	st, im, t
2. Continue awareness of various careers and education necessary to attain relevant careers in all disciplines.	#1-2	Students not knowing there is help	Same as above	Same as above	College Career Center Sign In Sheet, monthly newsletter	or
3. Continue to increase awareness of requirements for Honors and Advanced Placement classes.	#1-2	Communica-tion to the entire student population	Same as above	Same as above	Curriculum Night Agenda	t, st
4. Continue to stress the advantage of college-prep courses.	#1-2	Communica-tion to the entire student population	Same as above	Same as above	Curriculum Night Agenda	or

5. Continue Advanced Placement Parents' Night to inform parents of potential students about AP courses offered at Oviedo High School.	#1-2	Parent understanding and attendance	Same as above	Same as above	Curriculum Night Agenda	st, t, b
6. Offer pre-AP classes.	#1-2	Budget	Same as above	Same as above	Curriculum Guide	b, st
7. Identify and encourage more minority and economically disadvantaged students to enroll in Honors and AP courses using AP Potential.	#1-2	Parent understanding and communica-tion to students	Same as above	Same as above	Skyward, PSAT Identification Report	sss, t, b
10. Send teachers in the earlier years of their career to AP training in order to prepare them to vertically align the curriculum.	#1-2	Budget	Same as above	Same as above	AP Summer and Fall Institutes	b, im, t
11. Have a Guidance Summit in order to discuss long term curriculum strategies and impact on student course choices.	#1-2	Motivation of faculty	Same as above	Same as above	Professional Development Calendar	t

DISCIPLINE GOALS

Aligned with Strategic Plan System Initiative C

Discipline Goal #1: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving disciplinary referrals (duplicated)
Discipline Goal #2: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving an out-of-school suspension (unduplicated)

*Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	FRL	216.32%	175%
2. Out-of-school suspensions (unduplicated)	Black	264.40%	200%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Continue monthly Student Council meetings with the principal.	#1&2	Scheduling	Administration	Administration and Guidance will monitor progress quarterly.	Event Calendar	sss, t, st, tech
2. Continue positive student incentive program i.e. Student of the Week, Principal's Luncheon, Lion's Loot Program etc.	#1&2	Budget	Administration/Guidance / Family	Same as above	PBS Report	sss, t, st
3. Continue quarterly discipline committee meetings.	#1&2	Scheduling	Same as above	Same as above	Event Calendar and Minutes	sss, t, st, tech
4. Continue 9th grade Orientation which includes discipline and consequences.	#1&2	Lack of student motivation	Same as above	Same as above	Event Calendar, Agenda, feedback from parents and students	sss, t, st, tech
5. Implement 3-step OHS tardy policy.	#1&2	Lack of parental involvement	Same as above	Same as above	Discipline data in Skyward	sss, t, st, tech
6. Continue 4-step OHS discipline policy.	#1&2	Lack of parental involvement	Same as above	Same as above	Discipline data in Skyward	sss, t, st, tech
7. Implement monthly tardy and dress code sweeps.	#1&2	Lack of parental involvement	Same as above	Same as above	Discipline data in Skyward	

8. Utilize WROR-TV to promote and encourage positive behavior.	#1&2	Technology issues	Same as above	Same as above	Log	tech
9. Utilize business partners to provide incentives for positive behavior (i.e. Lion Loot Program) and outstanding achievements.	#1&2	Economic downturn	Administration/Business Partners	Same as above	PBS Report	sss, t, st
10. Encourage parents to register for and utilize the Skyward Parent Portal.	#1&2	Lack of parental computer skills, Lack of Internet at home	Administration/ Faculty	Same as above	Skyward Log	sss, t, st, tech
11. Create a grievance protocol for ESE students.	#2	Lack of parental involvement	Faculty		PLC OHS Reflection logs	sss, t, st
12. Discipline Disparity for economically disadvantaged students ↓						
13. Continue to track and monitor economically disadvantaged students.	#1&2	Lack of parental involvement, Lack of student motivation	Attendance/ Academics/ Discipline Status	Same as above	Skyward, ESE documentation, Tutoring Log In	sss, t, st, tech
14. Mail post cards to homes of economically disadvantaged students that covers the food pantry, tutoring, backpacks, etc.	#1&2	Lack of parental involvement, Lack of student motivation	Attendance/ Academics/ Discipline Status	Same as above	Post Card Mail Out Log, Tutoring Log In	sss, t, st, tech

GRADUATION/AT-RISK GRADUATION GOALS
Aligned with Strategic Plan System Initiative A   (High School only)

Graduation Goal #1: To increase the percent of students graduating with their age-level peers
At-Risk Graduation Goal #2: To increase the percent of At-Risk students graduating with their age-level peers

High School: Graduation rate (HS Accountability Federal Graduation Rate)

High School: At-Risk is defined as students in Level 1 and Level 2 in Reading and Math on the 8th grade FCAT 2.0 (HS Accountability)

Graduation/At-Risk Graduation Goals 1 and 2	Current %	% +/-	Expected %
1. Graduation Level of Performance	87.6%	+.4%	88.0%
2. At-Risk Graduation Level of Performance	66.7%	+.3%	67%

Action Plan

Strategy	Graduation /At-Risk Graduation Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Continue Operation Diploma Program.	#1 & 2	Budget, motivation of students	Guidance/ Administra-tion/Faculty	Guidance and Administration will continue to monitor the progress of students.	Plato database, Graduation rate of red box students	st, tech
1. Continue to counsel and tutor level I and level II FCAT/ACT initiative students.	#1 & 2	Motivation of students	Same as above	Same as above	Guidance log	St, t, sss
2. Continue 9th-12th grade credit checks (course selection/advisement/ credit checks).	#1 & 2	Scheduling	Same as above	Same as above	Guidance log	st
3. Continue referrals to homeless liaison, social worker, and health personnel when appropriate.	#1 & 2	Lack of parent involvement	Same as above	Same as above	Guidance log	st, sss
5. Continue monitoring student performance in the classroom.	#1 & 2	Identifying weaknesses in students	Same as above	Same as above	Skyward	st, tech
6. Continue advising students one-on-one about career choices, course selection and post- secondary plans.	#1 & 2	Training of staff	Same as above	Same as above	Guidance log	st

7. Encourage parents to register for and use the Skyward Family Access Portal.	#1 & 2	Internet at home, Parental computer skills	Same as above	Same as above	Skyward log	st, tech
8. Continue mailing monthly newsletter with parent/student information.	#1 & 2	Lack of parent involvement	Same as above	Same as above	Mailing log	st
9. Continue to use Florida/Seminole County Virtual School Credit Retrieval.	#1 & 2	Internet at home	Guidance/ Administra-tion/ Faculty	Same as above	FLVS and SCPS Report	st, tech
At-Risk ↓						
1. Continue vertical training and articulation by providing more release time for teachers to plan.	#1 & 2	Budget, scheduling	Administra-tion/Guidan ce/ Faculty	Administra-tion, Guidance and faculty will monitor quarterly.	EIS	st, tech
2. Target, identify and encourage minority/free and reduced lunch students to enroll in level 3 and AP classes.	#1 & 2	Motivation of students, prior course preparation	Same as above	Same as above	Skyward, PSAT Potential Report	st, tech
3. Stress the advantage of college prep courses.	#1 & 2	Communication with family unit	Same as above	Same as above	Skyward, PSAT Potential Report	st, tech
4. Continue SAT/ACT parent night.	#1 & 2	Lack of parent involvement	Same as above	Same as above	Skyward, PSAT Potential Report, Event calendar	st, tech
4. Continue SAT/ACT program via 11th and 12th grade English/ Math classes.	#1 & 2	Consistency among teachers	Administrati on /Guidance	Same as above	Lesson plans	st
6. Continue to send SAT/ACT information home in the school newsletter.	#1 & 2	Budget	Administrati on/Guidance	Same as above	Mailing log	st
7. Provide College Board SAT training for faculty and guidance counselors.	#1 & 2	Budget	Administrati on	Same as above	Professional development program, EIS	st, tech

POST-SECONDARY READINESS GOALS
Aligned with Strategic Plan System Initiative A   **(High School only)**

Postsecondary Readiness Goal #1: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Reading as indicated by the SAT, ACT, CPT, or PERT

Postsecondary Readiness Goal #2: To increase the percent of graduating seniors who demonstrate post-secondary readiness in Math as indicated by the SAT, ACT, CPT, or PERT

*Based on the High School Accountability formula

Postsecondary Readiness Goals 1 and 2	Current %	% +/-	Expected %
1. Level of Reading Performance	93%	+2.0%	95%
2. Level of Math Performance	80%	+2.0%	82%

Action Plan

Strategy	Readiness Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Continue vertical training and articulation by providing more release time for teachers to plan.	#1 & 2	Budget	Administration/Guidance/Faculty	Administration, Guidance and faculty will monitor quarterly.	EIS	b, t
2. Target, identify and encourage minority/free and reduced lunch students to enroll in level 3 and AP classes.	#1 & 2	Lack of parent involvement	Same as above	Same as above	Skyward, PSAT Potential Report	st, t
3. Stress the advantage of college prep courses.	#1 & 2	Lack of parent involvement	Same as above	Same as above	Curriculum Night Agenda, Skyward Future Scheduling Report	st
4. Continue SAT/ACT parent night.	#1 & 2	Lack of parent involvement	Same as above	Same as above	Event Calendar	st, t
5. Continue SAT/ACT program via 11th and 12th -grade English/Math classes.	#1 & 2	Lack of training for teachers	Administration/Guidance	Same as above	Lesson plans	st, t, b
6. Continue to send SAT/ACT information home in the school newsletter.	#1 & 2	Budget	Administration/Guidance	Same as above	Mailing log	st, b
7. Provide College Board SAT training for faculty and guidance counselors.	#1 & 2	Budget	Administration	Same as above	EIS	b, t

8. All English teachers will be trained on SAT and 6 Traits of Writing.	#1 & 2	Time	District/ Administrators	Same as above	EIS, professional development calendar	b, t
9. All 11th grade students will be enrolled in the College Board Quick Start Program. English teachers will monitor their progress quarterly.	#1 & 2	Lack of training for teachers	Administration/ Guidance/ Faculty	Same as above	College Board Report	b, t
10. All English and math teachers will be trained on PERT.	#1 & 2	Time	District/ Administrators	Same as above	EIS, professional development calendar	b, t

EXTRACURRICULAR ACTIVITIES GOAL(S)
Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of the following subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities

Elementary: chorus, safety patrol, student council, TV production
Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball
High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis
               (Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)
*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: Cheerleading	Black	6.8%	8%

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Identify ethnic students.	1	Skyward not running properly to retrieve data.	Guidance/Administration/Cheerleading Sponsor	Cheerleading sponsor will monitor during the year.	Skyward	st, tech
2. Flyer sent home in newsletter with cheerleading information.	1	No longer living at the address in Skyward.	Same as above.	Cheerleading sponsor will monitor during the year.	Mailing Log	st, b
3. Cheerleading sponsor will provide information to ethnic students regarding cheerleading.	1	Students may be absent or unable to attend meeting.	Same as above.	Cheerleading sponsor will monitor during the year.	Sign-In Sheet	st

SCHOOL DEFINED GOAL

*All Seminole County Public Schools are providing ePathways for their students. Schools are highly encouraged to include an ePathways goal in their 2012-2013 SIP.
  Examples include: Elementary schools – Languages, on-line acceleration, PRIMES 5, PRIMES 4, ACCEL, etc.
                     Middle schools – Virtual options, ACCEL, etc.
                     High schools – Virtual options, Flex hours, ACCEL, etc.
  Other school defined goals may be added.

Goal #1: Oviedo High School will offer multiple courses in our Operation Diploma classroom for students to work on SCVS classes and Plato credits during the regular school day and before/after school in order to help with advancement and credit retrieval.

School Defined Goal	Current	# of #-	% +/-	Expected
To increase the number of students using the ePathways computer lab during flexible hours.	0%	0/2,252	+10.0%	10.0%

*If necessary adjust table headings to reflect the needs suited to the goal.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Creation of a 100 computer lab on campus for ePathways.	Money, Altering current building for data etc.	Rick Voltoline Trent Daniel	December 2012	Computer Schedule	b, st, tech
2. Implementation of a flexible ePathways computer lab schedule during non-regular work hours.	Money, Finding a teacher to work during off hours.	Robert Lundquist	May 2013	Computer Schedule Log In	b, st

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
Department Chair PLC	ALL SIP Goals	8/6/12	School and Department articulation	School-wide based on Department PLCs	17	16	Assistant Principal in charge of Staff Development, Trent Daniel
Analyzing OHS Historical Achievement Data	ALL SIP Goals	8/7/12	Department articulation	School-wide	124	124	Same as above
Department PLC	ALL SIP Goals	8/7/12 and/or 8/8/12	Department articulation	School-wide based on Department PLCs	124	124	Same as above
AP Teacher PLC	ALL SIP Goals	8/8/12	Articulation of AP school-wide, Student Achievement	Subject Specific - AP	21	21	Same as above
PD Overview/Emergency Procedures/Deliberate Practice Plan Quick Overview – Give out notebooks	ALL SIP Goals	8/22/12	Teacher Awareness and making school safe for all students to learn	School-wide	124	124	Same as above
Deliberate Practice Plan Creation in 8-214 Computer Lab during your plan period or after school. – Wednesday after school is open.	ALL SIP Goals	8/28/12	Teacher awareness, Classroom practice	School-wide based on Department PLCs	124	70	Same as above
Scales Overview	ALL SIP Goals	9/12/12	Student Achievement	School-wide	124		Same as above
Scales in PLC	ALL SIP Goals	10/3/12	Student Achievement	School-wide based on content area and level of student	124		Same as above
Evaluation Overview - APs	ALL SIP Goals	10/10/12	Teacher awareness, Classroom practice	School-wide based on Department PlCs	124		Same as above
Kagan Small Groups (Departments)	ALL SIP Goals	10/24/12	Student academic success through classroom interaction	School-wide based on Content Areas	124		Same as above

Scales in PLC	ALL SIP Goals	11/7/12	Student Achievement	School-wide based on Content Areas and Grade Levels	124		Same as above
Department Meetings to discuss curriculum/registration	ALL SIP Goals	11/28/12	Department articulation	School-wide based on Department PLCs	124		Same as above
Guidance Summit – Department Chairs and Guidance Counselors Only	ALL SIP Goals	12/5/12	School-Wide articulation	School-wide based on Department PLCs	50		Same as above
Faculty Meeting	ALL SIP Goals	12/12/12	School-Wide articulation	School-wide	124		Same as above
Content Support Team	Reading and Writing SIP Goals	1st Semester	Student academic success through classroom interaction and writing to understand and reading strategies	Social Studies Teachers	15		Same as above

WAIVER REQUEST
2012-2013

Please fill out a separate waiver request page for each School Board policy that you are requesting to be waived.

1)   A.   School District: Seminole County   Waiver implementation year: 2012-2013

         B.   District Contact Person: Dr. Anna-Marie Cote   Phone: (407) 320-0022

         C.   School Name: Oviedo High School   Waiver Request is for a School Board Policy

2)   Identify the specific School Board policy that you are requesting be waived because it creates a barrier to your school improvement initiatives. List by number and policy name.

2012-2013 Student Progression Plan regarding Florida Virtual School.

3)   Describe how the School Board policy you are requesting be waived interferes with your school improvement initiatives.

Allowing students to take English IV through Virtual School will enable students to bypass our Senior Project. Research and studies show that students need to be prepared for post-secondary school and the workforce. Our Senior Project mirrors all requirements of the Sunshine State Standards and college readiness requirements for English IV. A fitting conclusion to our students four years at Oviedo High School, the Senior Project requires that students show evidence of mastery of all areas of the English curriculum while developing professional skills to succeed in the world beyond high school. The project is implemented in the senior English class covering all the requirements of the Sunshine State Standards and college readiness for English IV.

4)   Identify and describe what alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived to accomplish your school improvement goals.

Results of a new ACT study show that whether students are going to college or entering the workforce, they need to meet comparable academic expectations and standards. Today's students need to develop strategies and skills to communicate effectively, work with people independently, and use information and technology in academic and   real-world contexts. The majority of the new reading and language arts standards for 12th grade involve writing, research, communications skills, using technology, independent study and growth, and real-world tasks.

Describe what evidence there is to support the use of an alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived.

To better meet the new Sunshine State Standards and college readiness requirements and prepare students for success beyond high school, Oviedo High School will require the Senior Project for standard and honors level English IV classes. The Senior Project engages students as active participants in challenging, focused, independent learning in a supportive environment, particularly in the areas of writing, communication, media literacy, and technology.

5)   Identify the specific data or performance indicators that will be used to evaluate the success of the alternative plan of action or innovative approach you intend to use in lieu of the School Board policy you are requesting be waived.

The Senior Project at Oviedo High School has been in full implementation over the last four years. Data shows an increase in graduation rates over the last seven years.
(2005-2006 87.97%) (2006-2007 93.18%) (2007-2008 93.21%) (2008-2009 93.80%) (2009-2010 96%) (2010-2011 95 %) (2011-2012 96%)

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	$2,210.00
Adjustment:	5, 123.00
Carry Over:	00.00
Total Income:	$7,334.00

EXPENDITURES	ACTUAL COST	BALANCE	
		$7,334.00	Start with your beginning balance
Physics Olympics Awards	275.00	7, 059.00	
FCAT Practice Materials (Write Score)	7,059.00	$0.00	

CARRY OVER:

Total carry over for 2012-2013: $0.00

ADDENDUM 1
MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RESPONSE TO INTERVENTION (RtI)

Provide the information describing the components and processes associated with Multi-Tiered System of Supports (MTSS) Response to Intervention (*RtI*) at your school. Please briefly respond to each of the items below:

1. Identify the members of your school's *MTSS Leadership Team*.
Nicola Williams, Director of Guidance; Drew Morgan, Discipline Administrator; Trent Daniel, Curriculum Administrator; Greg Register, Curriculum Administrator; Shanon Eaton, ESE/ESOL Curriculum Administrator; Sandy Traeger, Reading Coach, Marilyn Gunther, ESE Counselor, Sarah Reilly, Guidance Counselor.

2. Describe how your school's *MTSS Leadership Team* functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
The MTSS leadership team will meet bi-monthly to review student data and monitor progress. The team will analyze and problem-solve using school-wide data to provide a structured program to meet the needs of all students.

3. Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.
Nicola Williams – Behavioral Intervention; Drew Morgan – Positive Behavior Intervention; Trent Daniel – Reading/Writing, Science intervention; Greg Register – Math intervention; Shanon Eaton – ESE intervention and Career and Technical Ed and ESOL intervention; Sandy Traeger – Transition learning strategies intervention and Reading Coach. The objective of this team will be to provide positive behavior changes to our students to reduce the number of inappropriate behaviors occurring on campus.

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.
EdInsight and Skyward for academic issues; and Skyward for discipline issues.

5. Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.
The MTSS Team will meet on a monthly basis. This meeting will have a specific agenda which includes but is not limited to ongoing reports on student progress, setting goals for improvement of monitoring process, assessing what is working effectively, and looking and continuous improvement of our intensive support programs.

6. Describe the plan to train staff on MTSS.
Team members will attend SCPS sponsored training. Wednesday Inservice – Disseminate tier information and protocol procedures to faculty and staff.

Please briefly respond to each of the items below:

1. Identify the members of your school's Literacy Leadership Team (LLT).

Leadership Team Member Name	Leadership Team Member Position
Sandy Traeger	Literacy Coach
Robert LaWarre	Fine Arts
Erica Zimolzak-Coe	PE
Jason McDonald	Social Studies
Angela Kilmer	Math
Kathy Bingham	Foreign Language
Deborah Boyarsky	ESE
Joseph Nardo	Career Ed/JROTC
Art Woodruff	Science
Coral Le Beau	English
Trent Daniel	Assistant Principal
Robert Lundquist	Principal

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).

Quarterly meetings to discuss literacy strategies across the curriculum. Each department reports to the group on the reading and vocabulary initiatives. Model classrooms are identified and successes and strategies from those classrooms are shared.

3. What will be the major initiatives of the LLT this year?

The major initiative will be to begin the discussion of Common Core Standards and PAARC.

ADDENDUM 3 –LESSON STUDY

Please briefly summarize how professional development activities related to "Lesson Study" will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.

The following Oviedo High School teachers have attended professional development on "Lesson Study" during the 2010-2011 school year: Jen Beraduce, Ryan Hennessy, Rafael Valle, Donna Coleman, Kevin Wainscott, and Sandy Traeger. Social Studies teachers who are a part of the Content Support Team will begin implementing a modified version of lesson study.
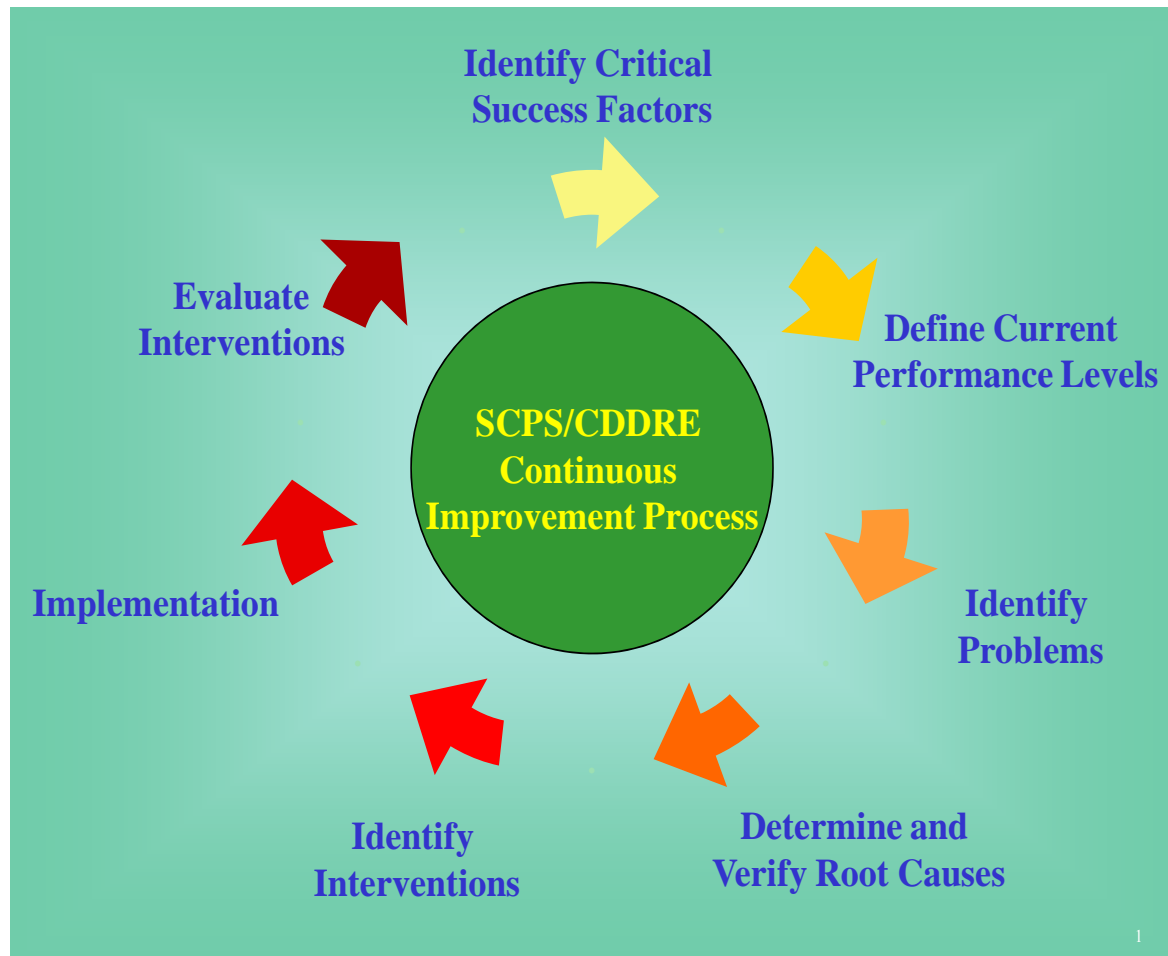
ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

Based on the analysis of 2011-2012 parent involvement data, identify and define areas in need of improvement in 2012-2013.
How will the school correlate the parental involvement activities with student achievement?

Goal #1: Increase the percent of parents registered for the Skyward Parent Portal.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1.Parents registered for Parent Portal	69.1%	1479/2139	+5.9%	75.0%
2. Double our memberships in PTSA	743	743	+743	1,486

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Continue to update our school website and post timely information on it for the community.	Posting items that are current.	Administration Guidance/ Faculty Susan Rodenburg	Administration, Guidance and faculty will monitor quarterly.	Website	tech, st
2. Continue to update our event calendar to provide real time information for stakeholders.	Lack of communication	Matt Ackley/ Faculty	Same as above	Event Calendar Log	tech, st
3. Continue with the monthly newsletter.	Parents change of address, mobile families, and lack of reading the newsletter	Trent Daniel/ Susan Rodenburg Faculty	Same as above	Mailing Log	tech, st
4. To tweet school-wide events weekly.	Parents signing up to be on tweeter.	Susan Rodenburg Faculty	Same as above	Twitter Log	tech, st
5. Continue to communicate with parents about their child's academic progress through Skyward.	Utilizing the email capabilities on a regular basis.	Susan Rodenburg	Same as above	Skyward Log	tech, st

ADDENDUM 6 - SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) GOAL(S)

Seminole County Public Schools realizes the importance of accelerated STEM education to prepare students for the workforce of the 21st Century. At the elementary level all schools have been provided with a robotics program and participate in SECME activities. At the secondary level all schools include science, engineering, technology and mathematics in their curriculum offerings.

In the narrative below respond to what STEM practices are currently in place and what is the plan for STEM for the 2012-13 school year.

Enter narrative for STEM goal:
It is the ongoing mission of Oviedo High School to provide our students with a rigorous and relevant curriculum. To that end, the Bioscience Program of Emphasis was developed which includes a sequence of three courses. Students who complete the sequence will have a strong understanding of micro and molecular biology in addition to being proficient in laboratory and technical skills required for bioscience research. During the third year of the course progression, students are required to design a research project with guidance from a scientist currently working in their field of interest. The ultimate goal is that students who graduate and complete this program will be well prepared to pursue an advanced degree in a variety of bioscience fields that includes genomics, DNA forensics, and pathology.

2012-2013 School Year Goals
To create and implement Bioscience laboratory activities in the K-8 feeder elementary and middle schools in order to support the Bioscience Program of Emphasis at Oviedo High School.
To offer Bioscience Nights at our feeder middle schools prior to registration in order to promote the Oviedo High School Bioscience Program of Emphasis.
To reduce the number of students who do not matriculate into the Bioscience II and Bioscience III course sequence.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Creation of Bioscience Labs for the feeder elementary and middle schools.	Lack of funding from the Motorola STEM grant	Trent Daniel Bioscience Teachers	May 2013	Motorola STEM Evaluation Report	b, st, tech, t
2. Bioscience Middle School Nights for the feeder middle schools.	Lack of funding from the Foundation grant	Trent Daniel Bioscience Teachers	January 2013	Foundation Evaluation Report, Survey	b, st, tech, t
3. Bioscience teachers will talk to Biology classes prior to registration to encourage enrollment.	Time, Lack of Collaboration	Bioscience Teachers	January 2013	PLC Reflection Log, Skyward	b, st

ADDENDUM 7 - CAREER AND TECHNICAL EDUCATION (CTE) GOAL(S)

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum. At the middle and high school levels through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors.

In the narrative below respond to what CTE practices are currently in place and what is the plan for CTE for the 2012-13 school year.

Enter narrative for CTE Goal: 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. 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, and computer science programs. An increased emphasis will be placed on exposing more students to programs which prepare them for work force based needs.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Oviedo High School will implement a CAPE Academy for students seeking industry certification	Barriers include: Limited time for collaboration, generating and maintaining Student Interest	Tom Sterling, Janice Latimer, Chris Capp, Shanon Eaton	Mid Year and End of the Year	OHS will utilize the C.A.P.E documentation guide as a measuring guide for accountability in all phases of the development of the CAPE academy. The CAPE Leadership team will meet once per quarter to review the progress and goals.	im, st, tech, t

2.	Oviedo High School will work to increase the number of students who participate in and successfully pass CTE Career Pathways courses.	Barriers Include: Making use of every available opportunity to promote vocational course programs.	Tom Sterling, Janice Latimer, Chris Capp, Shanon Eaton	Mid Year and End of the Year	OHS will utilize Career Pathways Testing and Industry Certification Examinations as the Primary means to evaluate the progress of students participating in Career and technical Education Programs.	im, st, tech, t

ADDENDUM 10 – GEOMETRY, BIOLOGY, U.S. HISTORY AND CIVICS (EOC)

Seminole County Public Schools is committed to high performance in End of Course exams. Curriculum instructional plans will be aligned with and paced in a manner that will best ensure student success on the End of Course exams. Baseline student performance data will be established once the Florida Department of Education and State Board set the standards for each exam.

ADDENDUM 11 – AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES (AAAMO)

Using baseline data from 2011, the school will reduce the achievement gap in Reading and Math by 50% by 2017.

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**74**	**71**	**78**	**81**	**83**	**85**	**87**
American Indian							
Asian	80	80	83	85	87	88	90
Black/African-American	51	41	59	63	67	71	76
Hispanic	62	59	68	72	75	78	81
White	80	76	83	85	87	88	90
English Language Learners	44	20	53	58	63	67	72
Students with Disabilities	43	33	53	57	62	67	72
Economically Disadvantaged	57	50	64	68	71	75	79

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**65**	**76**	**71**	**74**	**77**	**80**	**83**
American Indian							
Asian							
Black/African-American	57	51	64	68	71	75	79
Hispanic	53	66	61	65	69	73	77
White	70	81	75	78	80	83	85
English Language Learners	60	64	67	70	73	77	80
Students with Disabilities	52	39	60	64	68	72	76
Economically Disadvantaged	55	55	63	66	70	74	78

SCHOOL ADVISORY COUNCIL SIGNATURES
2012-2013
FINAL COPY

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

ADMINISTRATOR	DATE	NON-INSTRUCTIONAL	DATE	PARENT/COMMUNITY	DATE
Robert Lundquist	9/24/2012	Susan Rodenburg	9/26/2011	Michael Slone	9/24/2012
Trent Daniel	9/24/2012	**PARENT/COMMUNITY**		Sherry Baird	9/24/2012
		Teresa Abney	9/24/2012		
INSTRUCTIONAL				Tami Bradley	9/24/2012
Suzanne Barnett	9/24/2012	Ralph Cain	9/24/2012		
Sue Brown	9/24/2012	Edie Denson	9/24/2012		
Bill Schult	9/24/2012	Monica Campbell	9/24/2012		
Karen Stapleton	9/24/2012	Leslie Kleeb	9/24/2012		
Joan Stone	9/24/2012	Christa Lira	9/24/2012		
Corinne Torres	9/24/2012	Barbara Loyd	9/24/2012		
Nicola Williams	9/24/2012	Darrell Lopez	9/24/2012		
		Tom O'Hanlon	9/24/2012		