

Orange Park High School



2014-15 School Improvement Plan

Orange Park High School

2300 KINGSLEY AVE, Orange Park, FL 32073

<http://oph.oneclay.net>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

50%

Alternative/ESE Center

No

Charter School

No

Minority

45%

School Grades History

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

School Board Approval

This plan is pending approval by the Clay County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Welcome to Orange Park High School where our mission is to work collaboratively with all stakeholders to provide a public education experience that is innovative, engaging, and empowering for all students. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure an educational environment built upon honesty, integrity and respect. Through these ideals, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Preparing life-long learners for success in a global and competitive workplace and acquiring applicable life skills is the purpose for the Clay County School District. To support the District's purpose, Orange Park High School serves all students who attend our school with diligence to provide the academic, workforce and life skills needed for success. Providing a safe working and learning environment is a priority and a key to the success of OPHS. Continual professional development for teachers, support staff, and administrators provides assurance that the students of Orange Park High School will get the best education possible.

School Environment

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

Orange Park High School's student body is truly diverse. Staff and students continuously work to maintain a "safe" environment fostering open dialog and self-expression both in and out of the classroom. Teachers work to connect with their students on a personal level via after school tutoring and mentoring. Additionally, many teachers sponsor social/academic/artistic/athletic clubs and/or teams.

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

Behavior expectations are clearly outlined in the Student Planner which is distributed at the beginning of the year. Students are closely supervised to ensure that classroom rules and school procedures are followed, thus providing an atmosphere in which students feel safe. The relationships developed between staff members and students creates an environment wherein learning can flourish.

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

At the beginning of the year, the Administrators and the School Social Worker ensure that school personnel are aware of social-emotional problems that may require intervention. Procedures are outlined in the event that these issues arise. Behavioral expectations are Teachers review both school and classroom expectations and are key stakeholders in ensuring adherence to the disciplinary guidelines. A key to ensuring behavior that is conducive to learning is the support between Administrators and Faculty in establishing and maintaining proper discipline in the

classroom.

Teachers are visible throughout the buildings and outside areas for the safety of the students. Disciplinary issues are handled with the least possible intrusion in the classroom so as to minimize the impact on instruction. Tardy "sweeps" ensure that students are in the classroom as quickly as possible while being held accountable for their tardiness to class.

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

50% of our students are categorized as Economically Disadvantaged and could be deprived of the traditional high school experience. However, through grants, local benefactors, the administration, and the faculty, students are given every possible opportunity to participate fully. The School Social Worker and School Assistance Program Counselor meet with students regularly to address critical issues. Administrators and Guidance Counselors monitor student achievement, discipline, and graduation requirements with assigned students to ensure that all issues are addressed and remediated if necessary.

Early Warning Systems

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

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

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	22	22	27	36	107
One or more suspensions	53	48	57	40	198
Course failure in ELA or Math	78	69	99	87	333
Level 1 on statewide assessment	65	71	54	29	219
	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The Graduation Intervention Success Team meets with Freshmen who have serious referrals from the Junior High Schools to reinforce the fact that there is a Team in place to assist them in transitioning to high school. Approximately 40 - 50 Freshmen are given a crisis card which allows them to visit with the Vice Principal, Mr. William Fletcher before the teacher needs to write a referral for an offense that will result in a suspension.

Multi-Tiered System of Supports for Intensive Reading and Liberal Arts Math Students - 590 students who are enrolled in Intensive Reading at OPHS are automatically placed in Tier II of the Multi-Tiered System of Supports Program. IR Students are given a Placement Test at the beginning of the school

year to determine their Lexile levels and their score determines the level at which individual instruction will occur. Student work is reviewed monthly to determine if mastery has been achieved, resulting in an increased Lexile level. After the level adjustments have occurred, the teachers in the PLC discuss the scores (causes of increasing and decreasing Lexile scores) and possible strategies. If a student has a decreasing Lexile level two months in a row (indicating that the interventions are unsuccessful), there will be a meeting to ascertain whether or not the student should be placed into Tier III for a three-week period wherein more interventions will be put into place. This process is guided by the MTSS Team, consisting of Mr. Clayton Anderson, Ms. Mary Kate Fontneau, Ms. Daphne Norton (Reading Department Chair), Ms. Kate Castellini (Math Department Chair), the student and parent, and the student's Intensive Reading Teacher or Liberal Arts Math Teacher. If the student is placed in Tier III, more aggressive interventions are put into place with a four-week review. If the interventions are working, the student will remain in Tier III as necessary. If not, ESE will assess the student's possible placement in a more restrictive environment. Math students who have not passed the Algebra I EOC or who have passed the EOC but are considered behind as compared to their peers are also given a placement test to determine skill level. Student use of the Carnegie Online Program serves as the intervention for Math with the goal of a 75% grade average per lesson. The same monitoring periods for Reading are also used for Math students needing intervention.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

OPHS works diligently to foster robust communications with all stakeholders. The Principal sends weekly phone recorded calls and email messages to all parents as well as posting messages on the electronic sign in front of the school. In addition, she utilizes other social media such as Twitter. A new Facebook page is also available to provide essential information related to school activities, test dates, and deadlines for an array of activities.

Teachers are the primary point of contact with students through daily interactions, FOCUS messages, REMIND text messages, Twitter, BlackBoard class websites, and curriculum related communications.

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

Each academy has an advisory board to support the curriculum by mentoring our students, providing field trips, internships, job, and on the job training experiences. The District has created an Academy Coach position based at OPH with a strong emphasis on creating and fostering relationships between the Career and Technical Education (CTE) classes and the business community.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Pickett, Treasure	Principal
Bill, Fletcher	Assistant Principal
Anderson, Clayton	Assistant Principal
Bradley, Anthony	Assistant Principal
Norton, Daphne	Teacher, K-12
Cassidy, Myra	Teacher, K-12
Glover, Karen	Teacher, K-12
Bowles, Catharine	Teacher, Career/Technical
Mayberry, Laura	Teacher, K-12
Martini, James	Teacher, K-12
Howell, James	Teacher, K-12
Petoskey, John	Teacher, K-12
Ruelas, Katie	Teacher, K-12
Wolfe, Lauren	Teacher, ESE

Duties

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

All members of the OPHS Leadership Team are responsible for examining assessment data and communicating results within their respective departments. Our current focus is the school's role in the District Accreditation Process as OPHS will serve as the model for all other high schools in completing the self-assessment portion of the plan.

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

The OPHS School Social Worker, Susanne Hall, coordinates available funds to assist homeless and economically disadvantaged students in meeting their needs for academic success. Community churches and other benefactors provide materials for our at-risk students as well. In addition, mentors (administrators, faculty, and community members) lend their support to at-risk students to encourage academic and behavioral improvements. OP Outfitters is an in-house organization that provides students with whatever they may need, supplies, clothing, etc.

The School Assistance Program is staffed by Dina Seibert who is available to assist students in crisis as well as sponsoring weekly individual and group counseling sessions.

Teachers offer free tutoring for content areas, "Quiet Lab" time after school for Math, as well as assistance in preparing for the ACT and SAT. Additionally, National Honor Society Members tutor students in the Media Center each week.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Treasure Pickett	Principal
Clayton Anderson	Principal
Daphne Norton	Teacher
David Fields	Teacher
Myra Cassidy	Teacher
Ken Remsen	Teacher
Ted Jahn	Teacher
Charlotte Riner	Education Support Employee
Yvonne Norman	Parent
Jennifer Friddell	Parent
Michelle Thompson	Parent
Lola Wingate	Parent
Jeff Fenelon	Student
Danerria Phillips	Student
Heidi Pate	Business/Community
Terri Kreps	Business/Community
Annette Gallup	Parent
Harriet Myrick-Jones	Parent
Jennifer Johnson	Parent
Mandy Ohar	Parent
Kaylee Ohar	Student
Pamela Holmes	Parent
John Petoskey	Teacher
Maureen Holmes	Teacher
Amanda Gillespie	Teacher

Duties

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

Evaluation of last year's school improvement plan

The 2014-2015 plan focused on improving writing scores across the content areas, preparing teachers and students for the shift in traditional teaching to the new Framework for Intentional and Targeted Teaching by emphasizing the importance of utilizing collaborative strategies in the classroom. Each expenditure was tied directly to the Plan specifically for the purpose of improving the academic experience for OPHS Students.

Development of this school improvement plan

Members of the SAC are involved at all levels in developing the school improvement plans. Through the continuity of service of our parents, community members, and students, SAC members discuss

challenges to achieving OPHS goals as well as resources and programs to assist in their implementation. Members review programs and financial resources monthly to ensure fidelity of school funds and the direct correlation of the request to the plan itself.

Preparation of the school's annual budget and plan

The principal presents the annual budget to the School Advisory Council each year and answers questions regarding its development and implementation.

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

Funds were allocated to purchase science magazines shared by teachers in multiple classrooms (\$375), various kits for Forensic Science Class (\$1266) to enhance the classroom experience, printing costs for the "Keys to Success" booklet (\$454), ACT Test Preparation Books (\$527), online Reading curriculum (995.00) and mileage to attend the UCF Literacy Symposium (\$175).

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Bill, Fletcher	Assistant Principal
Norton, Daphne	Teacher, K-12
Bossinger, Robin	Instructional Coach
Fontneau, Mary Kate	Teacher, K-12
Petoskey, John	Teacher, K-12
Kotziers, Annemarie	Teacher, K-12
Nash, Monica	Teacher, K-12
Walsh, Chuck	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT (also known as the Graduation Intervention Success Team) works to support the school reading goals by examining school-wide data affecting student success, such as attendance, behavior, and implementation of the Framework for Targeted Intentional Teaching, The Intervention Team Facilitator is also a member of the LLT to ensure that the district MTSS plan is followed. Literacy is also promoted through the Reader's Anonymous Club with about 30 members who read approximately 8 books each year. Summer reading is encouraged through a suggested book list provided by the Media Specialist. English teachers follow up at the beginning of the year with assessments or book projects.

Public and Collaborative Teaching

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

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

OPHS employs Wednesday Professional Learning Communities to encourage a comprehensive understanding of the curriculum, student assessment, and best practices to incorporate the Framework for Intentional and Targeted Teaching into each classroom. Agendas for each PLC are developed based on the needs of each group including: common lesson planning, evaluation of data to drive instruction, student data, and to share information from the District.

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

Applicants pursue employment through the District and apply for open positions via the County Job Board website. The Principal schedules interviews with applicants and hires new faculty members according to the established Phases. Department Chairs work closely with new hires to guide them through their first year at OPHS.

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

Beginning and new teachers receive the support of the faculty, staff, and the administration as they become accustomed to policies, procedures, and the evaluation process at OPHS. Department Chairs are available to assist as well.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our curriculum is aligned with textbooks, online programs, and other resources that mirror the Florida Standards Assessment and district level curriculum maps.

Instructional Strategies

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

Our goal is to have each student realize his or her fullest potential. Through strategies that are innovative, engaging and empowering, teachers strive to provide differentiated instruction to meet the individual needs of our students.

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

Strategy: After School Program

Minutes added to school year:

Professional Learning Community Meetings - held weekly

Strategy Rationale

Teachers spend 45 minutes weekly in professional learning communities with focused learning and instructional goals such as planning standards based lessons, utilizing common formative assessments, examining assessment data, and designing effective strategies to assist students in becoming more successful academically. Teams will use a Group Learning Target Plan as well as the district PLC logs to document their work around these 3 questions: What do we want students to know and be able to do? How will we know when they have learned it? What will we do if they do not learn it?

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Anderson, Clayton, canderson@oneclay.net

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

Publisher tests, teacher made tests, computer based tests, state based tests, district based tests (Performance Matters), and nationally normed tests.

Student Transition and Readiness

PreK-12 Transition

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

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

Freshmen - All incoming 9th grade students are invited to the OPHS Freshman Connection in August where they receive schedules and an orientation to high school. Each September, the Graduation Intervention Success Team meets with Freshmen who have a history of serious referrals from to reinforce the fact that there is a Team in place to assist them in transitioning to high school. These students are given a crisis pass to meet with the Vice Principal before a situation escalates into a referral and this strategy has substantially reduced the number of Freshman referrals.

Sophomores, Juniors, and Seniors - OPHS Administrators and Guidance Counselors schedule individual and grade level meetings where appropriate to discuss graduation requirements and convey other important information. Administrators meet regularly with at-risk Seniors to review their standing and explore resources to assist them in completing course requirements in order to graduate.

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

Academic and career planning is incorporated at OPHS through guidance counselors and the career specialist. Guidance is responsible for scheduling classes in concert with the student to ensure that high school graduation requirements are met. Counselors also discuss the scheduling process to

enhance the ability of students to make appropriate choices in their schedules to fulfill not only the graduation requirements, but also to prepare them for the workplace or higher education. In addition, OPHS holds meetings to underscore the expectations of students in various grade levels. Guidance is available at all parent meetings, open house, and SAC to disseminate pertinent information related to the information. Guidance invites interested students to meet with college representatives throughout the year to match interests with course and degree offerings at institutions of higher learning.

The Career Specialist supports guidance and meets with students individually in addition to promoting college and career night. In addition, the Career Specialist promotes the career education process by marketing technical education and school academies. The Career Specialist also utilizes community resources and provides job placement for students and monitors On The Job (OJT) successes. Administration works toward two common goals: first, teachers are encouraged to develop lesson plans that are relevant to students and demonstrated through classroom instruction. Second, administration promotes integration of curriculum across all content areas by focusing on school-wide issues and concerns.

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

OPHS incorporates applied courses in two ways. First, we offer direct fields of study in welding, carpentry, auto, food services, health, early childhood education, business education. Second, we offer academy instruction through the fields of engineering, computer science and health. Many classes offered in applied technology integrate other subject matter through their curriculum. Non-Academy applied instruction utilizes reading and math skills. Teachers integrate these lessons utilizing hands on experiences and instructors. Through these processes, career and tech education confirms and makes practical application of academic work.

Academy applied instruction utilizes a cohesive team approach. Academic instructors are paired with the academy. Through the use of Thematic Learning Activities (TLA), teachers coordinate projects and learning experiences. When students need to take coursework outside of what the Academy offers, the teachers coordinate with those teachers. In addition, the academic experience is enhanced by utilizing professional organizations and mentoring programs.

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

Each freshman is a member of one of the Academies at OPHS.

- Academy of Engineering and Manufacturing
- Academy of Health and Human Services
- Vystar Academy of Business and Advanced Studies
- Academy of Leadership and Performing Arts

The following Academies are available for sophomores, juniors, and seniors:

- Applied Engineering and Computer Science
- Raiders Health Academy
- Vystar Academy of Business

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

Orange Park High School constantly strives to improve student readiness for the postsecondary level through proper student placement, guidance counselor meetings, and mentoring programs. Whether our students choose an academic path that is vocational or collegiate, they are given in the best possible preparation for the next step in their educational journey.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improve student scores on state assessments: FCAT Reading, End of Course Assessments in Algebra I, Geometry, Biology, History, English Language Arts, college entrance examinations, and Advanced Placement Tests.

- G2.** Enhance PLCs with focused learning and instructional goals necessary to implement the Framework for Intentional and Targeted Teaching.

Strategic Goals Detail

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

G1. Improve student scores on state assessments: FCAT Reading, End of Course Assessments in Algebra I, Geometry, Biology, History, English Language Arts, college entrance examinations, and Advanced Placement Tests. **1a**

G050047

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	37.0
ELA/Reading Gains	67.0
Bio I EOC Pass	60.0

Resources Available to Support the Goal **2**

- OPHS has an online program to acquaint students with the testing format and practice with online calculator formats. Each teacher volunteers time after school for tutoring. The "Quiet Computer Lab" is set up three times per week after school with Department Head supervision and each teacher spends 1 day a week in the Lab utilizing the program.
- Through the new online ACHIEVE3000 Intensive Reading Curriculum, students read non-fiction passages and take assessments at their individual lexile levels. Lexile levels are adjusted monthly depending on student mastery of the activities. ACHIEVE3000 is aligned with the Florida Common Core Standards, providing the same scope and sequence based content for all students. Students practice using skills and strategies designed to improve performance on End of Course assessments.
- OPHS Biology teachers have received copies of the Florida EOC Coach Biology 1 Book published by Triumph Learning which summarizes the content of the Biology standards in an easy to read format. Additionally a test bank with sample Biology EOC assessment items has been compiled by the Biology teachers using a variety of resources. Due to the high percentage of military connected students in the district, OPHS has received supplies and equipment from grant monies secured by the district. These include but are not limited to: plant and animal cell slides, microscopes, cell division and protein synthesis kits, a brain model, and probeware for collecting data. The district has also provided professional development to enhance our ability to develop and implement inquiry based lessons.

Targeted Barriers to Achieving the Goal **3**

- New curriculum with higher/more difficult standards, new format, new calculator, 51% of 9th grade students are Level 1, students without basic knowledge of mathematical skills; students' inability to understand written material prevents them from being able to complete computation.
- Over the years, Intensive Reading Teachers built their own curriculum in the absence of effective district resources. Teachers were reluctant to dismiss the teacher-built programs developed over the last 8 years. In-depth teaching training was not provided until October 7. At that time, teachers were exposed to the proper utilization of the program, from realigning their grade books to implementing the rotational models.
- Barriers to student success on the Biology EOC exam include the need for students to read and comprehend lengthy questions and to use higher order thinking skills to answer them correctly, in addition to having an in depth understanding of the biology concepts.

Plan to Monitor Progress Toward G1. 8

Weekly reports

Person Responsible

Kate Castellini

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Weekly reports

G2. Enhance PLCs with focused learning and instructional goals necessary to implement the Framework for Intentional and Targeted Teaching. 1a

G045145

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Administrators prescribe expectations of teachers relevant to PLC content areas. Administrators and faculty provide materials and direction necessary for successful formal and informal observations. Teachers discuss standards and assessment data collaboratively to plan standards based lessons and common formative assessments. Using this information, teachers build data-driven instruction. Teams will use a Group Learning Target Plan as well as the district PLC logs to document their work around these 3 questions: What do we want students to know and be able to do? How will we know when they do? What will we do if they do not?
- Expertise of highly qualified faculty members and guidance from Administrators, District Resources, the Academy and Reading Coaches.

Targeted Barriers to Achieving the Goal 3

- Lack of adequate time for training, planning, and preparation

Plan to Monitor Progress Toward G2. 8

Teaching styles that facilitate inspiration, innovation, and empowerment of students to take charge of their own education.

Person Responsible

Clayton Anderson

Schedule

Daily, from 8/12/2014 to 6/3/2015

Evidence of Completion

Students will be more engaged in lessons and activities and have more opportunity for collaborative discussion and expression of ideas through speaking, writing, reading, and listening.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. Improve student scores on state assessments: FCAT Reading, End of Course Assessments in Algebra I, Geometry, Biology, History, English Language Arts, college entrance examinations, and Advanced Placement Tests. **1**

 G050047

G1.B1 New curriculum with higher/more difficult standards, new format, new calculator, 51% of 9th grade students are Level 1, students without basic knowledge of mathematical skills; students' inability to understand written material prevents them from being able to complete computation. **2**

 B134571

G1.B1.S1 Use of the existing online Carnegie Program **4**

 S148738

Strategy Rationale

Carnegie contains elements that are comparable to the new EOC format.

Action Step 1 **5**

Carnegie training for Math teachers

Person Responsible

Kate Castellini

Schedule

Quarterly, from 7/28/2014 to 6/3/2015

Evidence of Completion

Based on data from Carnegie Online, Math teachers are teaching and reteaching Math concepts, providing supplemental materials to students,

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

Student data reports from Carnegie

Person Responsible

Kate Castellini

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Reports from Carnegie showing student errors, frequency of students requesting help, number of units and problems completed, and current status in the program.

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

Student improvement with each weekly report.

Person Responsible

Kate Castellini


Schedule

Weekly, from 9/1/2014 to 6/3/2015


Evidence of Completion

Teachers will examine reports and expect fewer student errors and requested number of hints.

G1.B2 Over the years, Intensive Reading Teachers built their own curriculum in the absence of effective district resources. Teachers were reluctant to dismiss the teacher-built programs developed over the last 8 years. In-depth teaching training was not provided until October 7. At that time, teachers were exposed to the proper utilization of the program, from realigning their grade books to implementing the rotational models. **2**

 B138219

G1.B2.S1 Utilize ACHIEVE3000 as the Intensive Reading curriculum. **4**

 S150200

Strategy Rationale

The program provides an extensive bank of nonfiction texts differentiated for students at 12 different reading levels with emphasis on academic vocabulary, critical thinking, and STEM.

Action Step 1 **5**

Intensive Reading teachers will continue meeting through the Reading PLC to improve implementation of ACHIEVE3000 and the rotational model.

Person Responsible

Robin Bossinger

Schedule

Daily, from 8/12/2014 to 6/3/2015

Evidence of Completion

Student work, observation of the rotational model in various classes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Formal and informal observations

Person Responsible

Treasure Pickett

Schedule

Daily, from 8/12/2014 to 6/3/2015

Evidence of Completion

Improved student performance on ACHIEVE3000. Observations of rotational model.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrator will conduct formal and informal observations

Person Responsible

Treasure Pickett


Schedule

Daily, from 8/12/2014 to 6/3/2015

Evidence of Completion

Mastery of articles and improved lexile scores.

G1.B3 Barriers to student success on the Biology EOC exam include the need for students to read and comprehend lengthy questions and to use higher order thinking skills to answer them correctly, in addition to having an in depth understanding of the biology concepts. 2

 B140979

G1.B3.S1 Provide students with opportunities to develop reading comprehension and higher order thinking skills. 4

 S153263

Strategy Rationale

If these skills are required for students to answer the types of assessment items they will encounter on the Biology EOC exam; then Biology teachers need to facilitate the acquisition of these skills, as well as the mastery of the science concepts.

Action Step 1 5

Biology teachers will receive professional development including, but not limited to, the school based professional learning community and district supported in-service opportunities, such as the Dr. Chew school visit and Argument Driven Inquiry training.

Person Responsible

Myra Cassidy

Schedule

Weekly, from 7/28/2014 to 6/3/2015

Evidence of Completion

Evidence of participation will consist of records of attendance in the Biology PLC notebook and Navigator Plus.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

A Professional Learning Community notebook will be maintained with records of attendance, lesson plans using the framework for intentional and targeted learning, and shared resources.

Person Responsible

Fletcher Bill

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Mr. Fletcher will review the notebook periodically and the lesson and resources will be shared with all Biology teachers.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The effectiveness of teacher participation in professional growth opportunities will be evaluated by tracking student performance using formative assessments developed collaboratively during the Biology PLC, summative assessments created by the teacher and district, and the Biology EOC exam.

Person Responsible

Fletcher Bill

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Grades in Focus, Grademaster Item Analysis reports, and Biology EOC scores will provide evidence of the effectiveness of the lessons created collaboratively using the framework for intentional and targeted teaching, as well as inquiry lessons developed as a result of the training by Dr. Chew and the Argument Driven Inquiry Workshop.

G2. Enhance PLCs with focused learning and instructional goals necessary to implement the Framework for Intentional and Targeted Teaching. **1**

G045145

G2.B1 Lack of adequate time for training, planning, and preparation **2**

B111405

G2.B1.S1 PLCs will meet frequently to provide more time for learning new strategies to enhance student performance as well as more opportunities for discussion and establishing best practices for their content areas. **4**

S122857

Strategy Rationale

Action Step 1 **5**

Assessment via administrative review (formal and informal) of implementation of skills and strategies from PLC discussions and findings.

Person Responsible

Clayton Anderson

Schedule

Weekly, from 8/12/2014 to 6/3/2015

Evidence of Completion

Administrator reports posted to PD 360 available to instructors

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

Teachers will demonstrate best practices in their classrooms based on information delivered through PLC meetings and student data

Person Responsible

Clayton Anderson

Schedule

Daily, from 8/12/2014 to 6/3/2015

Evidence of Completion

Formal and informal observation reports

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

Common lesson plans, instruction evidenced using data to drive instruction, comparing student achievement over time

Person Responsible

Clayton Anderson

Schedule

Weekly, from 8/12/2014 to 6/3/2015

Evidence of Completion

Formal and Informal observations

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Assessment via administrative review (formal and informal) of implementation of skills and strategies from PLC discussions and findings.	Anderson, Clayton	8/12/2014	Administrator reports posted to PD 360 available to instructors	6/3/2015 weekly
G1.B1.S1.A1	Carnegie training for Math teachers	Castellini, Kate	7/28/2014	Based on data from Carnegie Online, Math teachers are teaching and reteaching Math concepts, providing supplemental materials to students,	6/3/2015 quarterly
G1.B2.S1.A1	Intensive Reading teachers will continue meeting through the Reading PLC to improve implementation of ACHIEVE3000 and the rotational model.	Bossinger, Robin	8/12/2014	Student work, observation of the rotational model in various classes	6/3/2015 daily
G1.B3.S1.A1	Biology teachers will receive professional development including, but not limited to, the school based professional learning community and district supported in-service opportunities, such as the Dr. Chew school visit and Argument Driven Inquiry training.	Cassidy, Myra	7/28/2014	Evidence of participation will consist of records of attendance in the Biology PLC notebook and Navigator Plus.	6/3/2015 weekly
G1.MA1	Weekly reports	Castellini, Kate	9/1/2014	Weekly reports	6/3/2015 weekly
G1.B1.S1.MA1	Student improvement with each weekly report.	Castellini, Kate	9/1/2014	Teachers will examine reports and expect fewer student errors and requested number of hints.	6/3/2015 weekly
G1.B1.S1.MA1	Student data reports from Carnegie	Castellini, Kate	9/1/2014	Reports from Carnegie showing student errors, frequency of students requesting help, number of units and problems completed, and current status in the program.	6/3/2015 weekly
G1.B2.S1.MA1	Administrator will conduct formal and informal observations	Pickett, Treasure	8/12/2014	Mastery of articles and improved lexile scores.	6/3/2015 daily
G1.B2.S1.MA1	Formal and informal observations	Pickett, Treasure	8/12/2014	Improved student performance on ACHIEVE3000. Observations of rotational model.	6/3/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	The effectiveness of teacher participation in professional growth opportunities will be evaluated by tracking student performance using formative assessments developed collaboratively during the Biology PLC, summative assessments created by the teacher and district, and the Biology EOC exam.	Bill, Fletcher	9/8/2014	Grades in Focus, Grademaster Item Analysis reports, and Biology EOC scores will provide evidence of the effectiveness of the lessons created collaboratively using the framework for intentional and targeted teaching, as well as inquiry lessons developed as a result of the training by Dr. Chew and the Argument Driven Inquiry Workshop.	6/3/2015 weekly
G1.B3.S1.MA1	A Professional Learning Community notebook will be maintained with records of attendance, lesson plans using the framework for intentional and targeted learning, and shared resources.	Bill, Fletcher	9/8/2014	Mr. Fletcher will review the notebook periodically and the lesson and resources will be shared with all Biology teachers.	6/3/2015 weekly
G2.MA1	Teaching styles that facilitate inspiration, innovation, and empowerment of students to take charge of their own education.	Anderson, Clayton	8/12/2014	Students will be more engaged in lessons and activities and have more opportunity for collaborative discussion and expression of ideas through speaking, writing, reading, and listening.	6/3/2015 daily
G2.B1.S1.MA1	Common lesson plans, instruction evidenced using data to drive instruction, comparing student achievement over time	Anderson, Clayton	8/12/2014	Formal and Informal observations	6/3/2015 weekly
G2.B1.S1.MA1	Teachers will demonstrate best practices in their classrooms based on information delivered through PLC meetings and student data	Anderson, Clayton	8/12/2014	Formal and informal observation reports	6/3/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Improve student scores on state assessments: FCAT Reading, End of Course Assessments in Algebra I, Geometry, Biology, History, English Language Arts, college entrance examinations, and Advanced Placement Tests.

G1.B1 New curriculum with higher/more difficult standards, new format, new calculator, 51% of 9th grade students are Level 1, students without basic knowledge of mathematical skills; students' inability to understand written material prevents them from being able to complete computation.

G1.B1.S1 Use of the existing online Carnegie Program

PD Opportunity 1

Carnegie training for Math teachers

Facilitator

Representatives from Carnegie, Catherine Porter, District Math Curriculum Specialist 6-12

Participants

Math teachers

Schedule

Quarterly, from 7/28/2014 to 6/3/2015

G1.B2 Over the years, Intensive Reading Teachers built their own curriculum in the absence of effective district resources. Teachers were reluctant to dismiss the teacher-built programs developed over the last 8 years. In-depth teaching training was not provided until October 7. At that time, teachers were exposed to the proper utilization of the program, from realigning their grade books to implementing the rotational models.

G1.B2.S1 Utilize ACHIEVE3000 as the Intensive Reading curriculum.

PD Opportunity 1

Intensive Reading teachers will continue meeting through the Reading PLC to improve implementation of ACHIEVE3000 and the rotational model.

Facilitator

Mia Young and ACHIEVE3000

Participants

Intensive Reading Teachers participated in a day-long workshop with ACHIEVE Representative Mia Young on October 7.

Schedule

Daily, from 8/12/2014 to 6/3/2015

G2. Enhance PLCs with focused learning and instructional goals necessary to implement the Framework for Intentional and Targeted Teaching.

G2.B1 Lack of adequate time for training, planning, and preparation

G2.B1.S1 PLCs will meet frequently to provide more time for learning new strategies to enhance student performance as well as more opportunities for discussion and establishing best practices for their content areas.

PD Opportunity 1

Assessment via administrative review (formal and informal) of implementation of skills and strategies from PLC discussions and findings.

Facilitator

Administrators

Participants

PLC Members

Schedule

Weekly, from 8/12/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0