

Orange County Public Schools

Oak Ridge High



2015-16 School Improvement Plan

Oak Ridge High

700 W OAK RIDGE RD, Orlando, FL 32809

www.ocps.net/lc/southeast/hok

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	93%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

We are a very multicultural school and take pride in the development of caring student-teacher relationships that support culturally relevant instruction. Ways that we build relationships vary but include: inter-group awareness and understanding, selection of texts that are relevant to a particular class, appreciation of student contributions to discussions, teacher commitment to avoiding and challenging stereotypes, create a sense of openness and cultural acceptance, and the willingness to let students define their own identities. It is also important that students have opportunities to learn from one another's varied experiences and perspectives. To create this learning environment, teachers skillfully draw on student experiences to enrich the curriculum.

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

There is a leadership presence throughout the campus at any given time. Leadership personnel make great efforts to build relationships with the student-body, and all students are encouraged to take advantage of the open-door policy. Students are greeted and assisted in a positive manner by all adults. Activities are supervised and promote positive peer relationships. School rules and norms are reinforced to make students feel safe and respected; this allows them to focus on learning. In addition, to a nurturing atmosphere, we practice a proactive intervention to conflict.

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

Our school-wide behavior plan aligns with a positive and proactive approach to student behavior. Faculty utilizes data and problem-solving methods to meet the needs of all students across all subgroups. Leadership personnel and instructional staff follow the discipline plan that includes: conference with student and verbal warning, phone call to parent/guardian, detentions, referral to guidance counselor, and then a referral to an administrative dean who will counsel student on behavior, contact the parent and assign either in school or out of school suspension. Faculty is trained at the beginning of the school year in classroom management and additional times throughout the year as deemed necessary. ORHS follows OCPS code of conduct and applies required consequences as outlined.

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

Guidance counselors work closely with students and administration to stay abreast of issues that may arise with students. In addition, we have a full-time SAFE coordinator who is available to counsel and get the student/family outside services that they may require. We also have a school psychologist who can be consulted and become involved if necessary. We have many mentors who are matched with our at-risk students.

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

Early Truancy Intervention (5+ Unexcused Absences):

Teachers:

1. Teachers initiate contact with the parents of students with 5+ Unexcused Absences. At least two interventions of any kind need to be done and documented on the Teacher Input Form; once completed, forms are to be emailed to the attendance and truancy coordinator. This form and guidelines on how to manage skipping issues, truancy criteria, attendance recording, ESE and over-age students are available on ORHS webpage/shared documents.

Attendance Team:

1. SMS report will be pulled weekly for students with 5/10+ Unexcused Absences.
2. Students will have a meeting with the attendance and truancy coordinator to discuss attendance. A phone call will also be made to the students' home.
3. A Warning Notice will be mailed to the students' homes.
4. Students will be tracked by the Attendance Team.

Suspensions and Student Behavior:

1. Increased presence in high traffic hallways
2. Visit classrooms for management observations
3. Create more substations for tardy tracking and distribution
4. School wide check on Wednesday's about Bullying and DCF callouts
5. Provide positive feedback for teachers who are doing well with classroom management
6. Provide extra activities for student body when first period tardies are reduced by 50%
7. Provide reward for the classroom with the least amount of tardies per period

Course failure in ELA and/or Math:

1. Students are identified as failing on their progress reports and report cards, and parent conferences are requested and held.
2. Students are encouraged to attend our Title I ATS program on Mondays, Tuesdays, and Thursdays.
3. Academic deans and MTSS team will monitor grades in progressbook.
4. Academic deans and coaches will monitor student formative and summative assessments.
5. City Year one-on-one in class assistance will be provided.
6. Weekly PLC meetings are conducted to determine instructional approach to meet students' needs.

Level I in ELA and/or Mathematics:

1. All level one students are placed in intensive classes.
2. Many receive double block instruction.
3. All level one students are strongly encouraged to attend our ATS program.
4. Parents are notified of extra assistance available and encouraged to have their child attend.

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	179	230	256	171	836
One or more suspensions	122	108	63	21	314
Course failure in ELA or Math	42	32	51	4	129
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	71	78	69	14	232

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

1. All students are strongly encouraged to attend our ATS program for academics as well as enrichment.
2. We have a school-wide literacy system that is executed with fidelity across the curriculum.
3. City Year and Ameri Corp groups conduct push-in and pull-out sessions and mentor our students daily.
4. Rigorous lessons are planned and executed.
5. All teachers have common planning to conduct PLC's and planning sessions.
6. Reading, ELA/Writing, Science and Math have instructional coaches who assist in providing instructional/content coaching and feedback to teachers to improve standards-based instruction and outcomes.
7. Weekly collection and discussion of data is used to align instruction.
8. Functional Behavior Assessment and Behavior Intervention plans for individual students are maintained and communicated.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/235029>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Our Partner in Education Coordinator works with businesses and organizations in the community to create partnerships. The OCPS PIE management system allows partners to sign up for a partnership and school based coordinators to list their needs for the school. Partners are able to view the opportunities at the school of their choice and sign-up to partner. Our coordinator stays in contact with our partners, recognizes them for their contributions through newsletter announcements, marquee acknowledgement, thank you letters and the end of the year Partner Recognition Breakfast Event. At this event partners are recognized as a group and presented with a plaque and a framed certificate of appreciation. The Principal and coordinator thank each partner individually and discuss opportunities for the upcoming school year. We are always looking for and welcoming new partners.

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:

Name	Title
Bradshaw, Leigh Ann	Principal
Householder, Laurene	Administrative Support
Howland, Gracemarie	Assistant Principal
Leis, Betsy	Instructional Coach
Lewis, Shelton	Administrative Support
Lopez Rodriguez, Zaida	Attendance/Social Work
Medley, Maurio	Instructional Coach
Murfee, Samuel	Instructional Coach
Piedra, Osvaldo	Assistant Principal
Tolentino Tirado, Hilda	Administrative Support
Watson, Rebecca	Assistant Principal
Mottin, Chaney	Other
Brown, Nasundra	Guidance Counselor
Simmons, Christopher	Dean
Johnston, Harvey	Dean
Lubin, Veronica	Dean
Hernandez, Dalila	Assistant Principal
Colman, Matthew	Assistant Principal

Duties

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

Dr. Leigh Ann Bradshaw – Principal: Supervises the entire leadership team, progress monitoring and data, evaluations, parental involvement, community relations and oversees the day-to-day operations of the school

Dr. Osvaldo Piedra – AP: Supervises graduation rate data, intervention programs, RtI/MTSS, SAFE systems and services, attendance and City Year volunteers

Rebecca Watson – AP: Supervises literacy initiatives, Scholarships, College Readiness data, and ,

Senior activities and graduation, FCAT Reading retake and ELA assessment with team, Parent Leadership Council, professional development and coordinating coaches.

Dr. Dalila Hernandez - AP: Supervises Science, ROTC, electives, AVID and ESOL. She oversees the daily operations of the Media specialist, CCT and ELL data management as well as the junior class administrator and community involvement.

Gracemarie Howland – AP: Supervises the ESE and guidance department, oversees feeder school articulation, credit recovery programs, dual enrollment, advanced placement, and coordinates coaches and professional development

Matthew Colman - AP: Supervises the Junior Achievement Academy, math department, digital curriculum, CTE electives, AP & magnet programs, oversees AmeriCorp, the SAC and PTA as well as coordinates assessment scheduling for ACT, SAT, PERT, AP, EOC and all other district assessments, and is manager of all technology and digital tools and professional development.

Laurene Householder – CRT: Monitors professional development and in-service documentation, serves as the Partners in Education and Additions Coordinator, manages Title I compliance, parental involvement, and monitors school-wide data, the SIP and PIP, organizes and plans community involvement, facilitates the after school tutoring and enrichment program, facilitates Teach-In and manages communication in hard copy and electronic newsletters, upcoming and special events, and ORHS highlights and accomplishments

Sam Murfee - Instructional Coach: Supervises and monitors beginning teacher induction, new teacher orientation, mentoring, professional development, deliberate practice, interns, coaching collaboration, lesson study, instructional rounds, and teacher certification

Maurio Medley - Math Coach: Facilitates mathematics professional learning community meetings, works directly with classroom teachers to improve teaching strategies and best practices, assists in the creation of classroom lesson plans and assessments, sets up tutoring opportunities for students requiring intervention, and provides feedback on the standards-based progress of each teacher and student in mathematics

Betsy Leis - Writing Coach: Supports English Language Arts teachers grades 9-12, facilitates ELA professional learning community (PLC) meetings, supports and monitors implementation of school-wide writing initiatives, provides instructional/content coaching and feedback to ELA teachers to improve standards-based instruction and outcomes, collects and discusses data to align instruction

Shelton Lewis - Business Manager: Manages and supervises all classified personnel, coordinates use of the campus facilities, in charge of fire, severe weather, and lock-down drills, writes and manages safety plan and trains key personnel, manages duty schedule, construction schedules, and all special event security and parking.

Chaney Mottin - Staffing Specialist: Monitor and develop Individual Education Plans for Students with Disabilities, monitor implementation of campus-wide ESE Instructional Delivery Model, serves as contact for the Florida Alternate Assessment and for Itinerant Service providers (Speech Pathologist, Occupational and Physical Therapist, Vision and Hearing Teachers, Assistive Technology), monitors student progress toward Post- Secondary Transition Programs

Nasundra Brown – Lead Guidance Counselor: Back-on-Track Credit Recovery Program Counselor, oversees day-to-day operations within the guidance department, coordinates the High School Transition from feeder middle schools, creates students' schedules that are aligned with their graduation requirements, conducts parent conferences, counsels parents, teachers and students, initiates referrals to outside agencies, approves on-line courses, ensure athletes' NCAA eligibility, oversees the college and career center, coordinates college visits, assists with scholarship searches, college applications and post secondary planning

Zaida Lopez- Attendance: Develops, adopts, and implements policies and procedures regarding attendance and ensures that all staff, students, and parents are fully aware of these policies and procedures. Enforces the Florida Compulsory School Attendance Law. Monitors a variety of attendance reports to identify truant students and start interventions, as established. Communicate with students, teachers, and parents to identify and resolve any patterns or trends of truancy which cause concern. Conducts warning conferences and Attendance Child Study meetings- establishes

action plans to address truancy, set goals, and coordinate resources and services as needed. Ensure accurate attendance accounting and compliance with district and truancy court reporting and documenting requirements. Responds to inquiries and process documents for a variety of individuals (e.g. school administrators, parents, JPO's, Truancy Court judges, DCF, etc.) Coordinates resources and activities to promote awareness of the important role that school attendance plays in achieving academic success among targeted students. Prepares, maintains, and monitors attendance-related reports. Documents and provides reliable data

Hilda Tolentino – SAFE: Helps families better understand the high-risk problems of adolescents. Provides assistance to our students through crisis intervention, staff referral or self-referral. Some of the issues addressed are: divorce, substance abuse, child abuse, loss of shelter/clothing, rape, teenage pregnancy, juvenile delinquency, emotional problems including suicide, and many others. Coordinates the COMPACT program and maintains a connection with the professionals from the Rosen Plaza Hotel who serve as mentors to our students. Provides assistance and support to the Hispanic Young Professionals and Entrepreneurs (HYPE) through the exposure to professional experiences and serve as a liaison between the students and the external resources that can help them with college and scholarship applications

Christopher Simmons - Academic Dean: Progress monitor the graduation rate of all students through tracking requirements needed to be graduation and college ready with a focus on juniors and seniors. Prepare students for ACT/SAT. Work with teachers and support staff to target said students, create a plan, and disseminate proper intensified instruction and skills needed in order for students to be successful. Monitor GPA, ACT/SAT data, arrange college tours, supervise AmeriCorp tutor/mentors, and provides monthly updated data to the principal.

Harvey Johnston - Dean: Behavioral dean for grade students. Monitors behavior to increase student achievement and decrease academic and disciplinary disruptions. Mentor to male student population.

Veronica Lubin - Dean: Behavioral dean for grade students. Monitors behavior to increase student achievement and decrease academic and disciplinary disruptions. Mentor to female student population.

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 area of focus is to progress monitor all 9th through 12th grade students and to target those students who need additional interventions based on reading scores, grades, behavior concerns, credits earned, GPA and attendance issues. The Oak Ridge High School RTI/MTSS team will meet on a bi-monthly basis to review student performance data in order to analyze trends and identify students who are at risk. The team will use problem solving strategies to make data driven decisions on what actions need to be taken to increase student achievement and decrease academic and disciplinary disruptions. Discussion will determine if there is a need for professional development, program implementation, enrichment activities, tutoring and/or community service involvement.

Title I, Part A

Services are provided through Title I funding for students who need additional remediation through the Academic Tutoring Services (ATS). Funding is also provided for professional development training for our highly qualified staff as well as for the purchase and use of materials. Title I funding is utilized at ORHS to increase parent involvement.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents who have come to the Central Florida area. The liaison coordinates with the Title I and other programs to ensure all students needs are met.

Title I, Part D

Services are coordinated with District Drop-Out Prevention programs to make sure students are given

to support to remain in school. The school SAFE Coordinator and behavioral specialist work with students through small support groups and individual counseling sessions.

Title III

ORHS and OCPS have an extensive partnership of services for our ELL students which include a CCT, on campus ESOL training for all staff, on campus ESOL endorsement course offerings, curricular resource materials, intervention materials, and after school and/or weekend tutoring sessions.

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Curriculum Compliance Teacher works closely with the Title III contacts to ensure that teachers and students have the materials needed to support learning.

Title X- Homeless

ORHS partners with OCPS to provide Homeless services to our students and families. Our Safe Coordinator, Homeless Liaison, and MTSS coach work with our administration and guidance staff to guarantee that we are meeting the needs of our students in transition.

District Homeless Social Worker works with school to provide resources (clothing, supplies, and programs) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. SAFE coordinator identifies students and works with families to find shelter, clothing and food as needed.

Supplemental Academic Instruction (SAI)

SAI funds are used to fund academic intervention strategies such as tutoring and direct instruction. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers or students who need course recovery. SAI funds will be used to expand the summer program, as needed.

Violence Prevention Programs

Oak Ridge partners with a number of community organizations as well as the district to fully integrate Violence Prevention Programs. Students and staff members are involved in this initiative on and off campus. SAFE coordinator and discipline deans present professional development to teachers in order to help identify bullying activities and to prevent violence in school. Students also receive information and education through non-violence and anti-drug programs.

Nutrition Programs

District Food and Nutrition Services provides information on healthy foods and nutritional breakfast and lunch selections that are offered daily in the school cafeteria. ALL students qualify for free breakfast when they arrive on campus, so students will start the day with a nutritious meal. Food choices are selected following the "Fresh to School" program, offering healthy, nutritionally sound meals that students can select.

Housing Programs

N/A

Head Start

N/A

Adult Education

ORHS offers a variety of adult education opportunities on our campus. These opportunities include: Adult ESOL classes, Back on Track, Academic Services Tutoring, and credit recovery.

Career and Technical Education

Developing and preparing students for 21st Century employment is achieved in many ways at Oak Ridge High School. On the technical side of career development students have the opportunity to participate in the dual enrollment program by attending Mid Florida Tech or Orlando Tech studying course content ranging from air conditioning to nursing. In addition, students may take different business education, magnet, and video production courses based upon interested in working in the business world and career readiness.

Career and Technology Education;

Magnets: Hospitality Management and Tourism Magnet, Digital Gaming, Project Lead The Way Engineering, Aviation Magnet, and Junior Achievement Academy Magnet

Mid Florida Tech
Westside Tech
Business Education Department
Video Production Department
School-wide AVID (Advancement Via Individual Determination) program
Partnership with the City of Orlando and the University of Central Florida to provide students exposure to different careers in the professional and technical fields through the guest speaker series and the mentoring/tutoring program
Job Training
Promoting career readiness continues with providing training situations with job placement for the ESE students and work study early release program. Parent readiness classes are also provided for students who are looking for employment opportunities and assistance with child care.
Parent Readiness Classes allow student to learn the skills necessary to be successful in the world of work. The ESE job placement program allows our ESE students to participate in career explorations and skill development to expand their life skills and potential success beyond high school. Some of our high school students with current jobs participate in the Early Release program in order to further develop their job training skills in on-the job training programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Leigh Ann Bradshaw	Principal
Cindy Swain	Parent
Lila Briholm	Parent
Chris Ramirez	Teacher
Dawn Grant	Business/Community
Karen Zhernosek	Education Support Employee
Jonathan Jones	Student
Janet Rivera	Education Support Employee
Alex Jackson	Teacher
Calvin Francis	Student
Robin Bouey	Parent

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

Evaluation of last year's plan was in May 2015. SAC, PTA members, parents and students were present, and all points of the plan were discussed and/or revised.

Development of this school improvement plan

The SAC Council found it beneficial to focus on the literacy system and digital curriculum professional development and planning school-wide. They will also work to increase parent and community involvement at ORHS including continuing to build an active PTA. The SAC Council will review the school's student achievement data quarterly, and advise the school on key issues.

Preparation of the school's annual budget and plan

This is facilitated by the Principal with the SAC board members. They go over the details of the budget and the plan, make necessary adjustments and approve. The budget is also discussed publicly at the SAC/PTA meetings that take place the first Tuesday of every month.

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

Grants & Awards for Academic & Educational Enrichment Activities \$2500, Parent & Community Involvement Activities \$2500, Staff and Student Success Recognition & School Based Celebration \$1000, Academic Intervention Program \$2500

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:

Name	Title
Bradshaw, Leigh Ann	Principal
Householder, Laurene	Administrative Support
Leis, Betsy	Instructional Coach
Murfee, Samuel	Instructional Coach
Medley, Maurio	Instructional Coach
Watson, Rebecca	Assistant Principal
Faber, Michael	Teacher, K-12
Flynn, Timothy	Teacher, K-12
Lay, Ryan	Teacher, K-12
Miceli Pawalski, Tia	Instructional Coach
Taylor, Rosemarye	Other
Lewis, Angela	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The non-negotiable expectations for instructional practice using the Florida State Standards, support literacy development and were identified as reasonable for teachers in all disciplines:

1. Implement the ORHS definition of literacy
2. Consistently teach, model, and practice student owned literacy strategies with evidence to foster independent success: predication, clarification, visualization, asking questions, making connections, summarization/synthesis, and evaluation
3. Implement ORHS Instructional Release Model appropriate to the discipline
4. Improve comprehension by increasing the level of thinking to be above low cognitive complexity
5. Implement research-based vocabulary instruction
6. Support improvement in writing through application of the ORHS Writing Rubric across the content

areas

7. Engage students in learning with digital resources

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

All like-content area teachers have common planning. These planning periods are used for weekly PLC's and common planning sessions. Teachers collaborate on data, student achievement, and curriculum and planning lessons that are in line with data results. Lesson study and instructional rounds are practiced across the curriculum giving our teachers the chance to observe, learn from their peers and provide feedback. Subject area coaches and academic deans collaborate with teachers to share ideas and strategies cross the curriculum. This enables the teachers to build a toolbox of strategies, formative assessments, and collaborative instruction techniques.

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

1. Interview Process and Recruitment of High Quality Staff - Administrative Team and Instructional Coach
 2. High Quality Professional Learning Opportunities - Administrative Team and Instructional Coach
 3. Professional Learning Communities- Teachers and Administrators
 4. Deliberate Practice- Administrators
 5. New Teacher Mentors- Instructional Coach
 6. Classroom Observations and High Quality Feedback- Administrators and Instructional Coaches
 7. Data Meetings with Supervising Administrators- Administration and Teachers
 8. Lesson Study Instructional Development- Administrators and Instructional Coaches
 9. Book Studies- Administrators and Instructional Coaches
 10. Attending Quality Professional Conferences as Teams- Administrators, Coaches and Teachers
- Oak Ridge honors our staff and is very active in making opportunities for growth apparent in order to recruit and retain our highly qualified teachers. We work diligently to create a school climate that is nurturing and team orientated. All administrators, coaches and instructional support personnel have open-door policies in order to ensure a school climate that is conducive to all.

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

ORHS has a full time instructional coach, Samuel Murfee, who works daily with new teachers. He provides individual and group coaching, professional development, and holds monthly PLC meetings. He has paired an experienced teacher (mentor) with each new teacher (mentee). These relationships are kept within departments/subjects. The rationale behind these pairings is so that the mentor and mentee can share and discuss curriculum, procedures and strategies that are specific to their content areas. They will also participate in the same content area PLC's. Each mentor meets with their mentee once a month for a formal coaching and has informal daily interaction, as needed.

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

All core instructional programs are adopted by the county and approved by the state to ensure that programs and materials are aligned to the common core standards.

Instructional Strategies

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

Data is collected and reviewed weekly in PLC meetings that are course specific. Struggling students are noted, and differentiated instruction is planned for those students in order to ensure retention. Students are placed in groups according to ability, and teachers rotate their instruction accordingly. The gradual release model is used in all classrooms, along with common board information. Scales are visible and student is checked for understanding at the beginning, middle and end of each class. Instructional rounds are conducted to assist teachers in acquiring different strategies and teaching styles in order to reach every student with rigorous lessons and bring them to proficient or advanced levels in professional learning.

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

Strategy: Extended School Day

Minutes added to school year: 14,560

To provide an after school program on Mondays, Tuesdays, and Thursdays from 2:30-4:30 with a focus on level 1 and 2 students. Our focus is to target students that are performing below proficiency in reading, math, science and writing. Our curriculum will consist of reading, math, science and writing standards, Achieve 3000, System 44, Princeton Review and the common core standards for each subject area.

Strategy Rationale

With intensified tutoring in a smaller setting students will gain a better understanding of the common core standards. Students are given the extra instructional time and individualized attention they require to grasp the standards and in turn perform better on assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Householder, Laurene, laurene.householder@ocps.net

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

Data will be collected and analyzed by Performance Matters benchmark survey comparisons, mini benchmark assessments, and program assessments. Reports of student performance will be available, and data will be analyzed to drive differentiated instruction for targeted students.

Strategy: Weekend Program

Minutes added to school year: 5,760

To provide 4 hour sessions on Saturdays with a focus on ACT Prep, Algebra EOC Retakes, FCAT Reading 9/10, AP Prep in Social Studies, Writing Expectations, Sciences, and Industry Certification Prep in Technology and Business. Our targeted students are those who need to pass ACT, FCAT, Algebra EOC, AP tests and Industry certification tests.

Strategy Rationale

Increased practice in these areas will produce more academically prepared students. In addition, it will help to identify specific areas of need and allow the teachers to pin-point interventions.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Howland, Gracemarie, gracemarie.howland@ocps.net

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

Data will be collected and analyzed by Performance Matters benchmark survey comparisons, mini assessments, and program assessments and practice tests such as Princeton Review, and Barrons.

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

The guidance department ensures that visits are made to feeder schools with information and student representatives from various clubs and organizations. In turn, those feeder school make visits to our campus for a tour, to meet the administrative and leadership team, visit classes and talk to students. Students who are new to the area and have enrolled from another high school are given a "buddy" that will assist them for the first few days. They are given a tour of the facility and introduced to their teachers. Attention is paid to the outgoing transition of our students by hosting financial aid nights, college application assistance, scholarship assistance, outgoing college visits to various campuses in the state of Florida and incoming college visits on our campus. Our College Career Counselor, Leslie Blount, is available during selected days during A, B and C lunches to assist students with amazing scholarship opportunities and college readiness support.

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

Oak Ridge High School incorporates students' academic and career planning by having the opportunity to attend technical schools and explore careers and take classes with the emphasis on business. Advanced Placement (AP) classes are also offered, and students can take part in dual

enrollment which provides them a chance to actually be on the campus to receive college credit. Advancement Via Individual Determination (AVID) is another program where college bound students are provided extra academic support and college readiness skills to embark upon whatever career they decide to pursue. Our magnet programs focus on incorporating a student's academic interests and with professional mentors. Frequent mentorship sessions guide the students throughout their high school career. The Oak Ridge High School College and Career Center, is located in the guidance suite (building 800). It is our goal to prepare students to choose a career and take steps towards their journey in higher education. The Center will be open for students throughout the day and after school until 3:30 pm. The center will be open on identified evenings to provide further support to our students and families. Students will be able to plan, prepare and pay for college with accessible resources in the Center as well as perform career explorations. Assistance is available to help with the job and college application process, online college searches for Best Fit Colleges, and assistance with completing financial aid paperwork as well as gathering the required documents. Our College Career Counselor, Leslie Blount, will be available during selected days during A, B and C lunches to assist students with scholarship opportunities and college readiness support.

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

Relevance is the key component to students making connections with the real world. Students use technology for research and demonstration of what they know. 21st Century skills which emphasize life-long learning and the use of digital tools for everyday life has a focus in all coursework. Through the magnet programs and the career and technical program, students relate course learning to current and future career needs. Magnets and special programs such as Junior Achievement Magnet, Project Lead the Way, Aerospace and aviation Engineering Magnet, Digital Gaming Magnet, Hospitality Management Magnet, Business Education, and Digital Video Production programs all focus on real world experiences and project based learning. These programs utilize advisory boards to guide the instructors to design their curricular offerings to include relevant practices and skills certification programs to enable the student to have a smooth transition to the world of work in the 21st century. These actions help students to see the relationships between their high school course subjects and their future.

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

Oak Ridge High School has implemented multiple pathways that students may demonstrate their knowledge, learning and behavior skills which include the completion of increasingly challenging, engaging, and coherent academic work and experiences. The post secondary readiness strategies focus on developing skills, setting attainable goals, and good work skills, such as assignment completion and note reviews, organizational skills, motivation, and commitment. Implementing initiatives like hiring academic deans and an Intervention Specialist, who along with guidance counselors, monitor our student' academic success to make sure they are on track to improve our post-secondary transition success. College visits, ACT/SAT preparation classes, AP and Dual Enrollment coursework, and PERT testing have accelerated the student capacity to successfully enter post secondary choices.

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

Students are tracked and supervised so that they graduate in four years. Offering and providing AP courses, dual enrollment, tech school courses, mentors, college visits, AVID program, magnet programs and a college and career center are all available to improve student readiness. Post secondary readiness strategies also focus on good study skills, setting attainable goals, note-taking skills, and good work skills, such as assignment completion, note reviews, organizational skills,

motivation, and commitment. As a result, students who completed a college prep curriculum has increased from 54.8% in 2010 to 72.9% in 2012. The percent of students enrolled in college credit courses in a post-secondary institute earning a GPA of 2.0 or higher has increased from 71.9% in 2010 to 79% in 2012. We will continue to track and supervise students to continue to increase our percentages.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Teachers will gain proficiency in digital technology through direct professional development, collaborative common planning and technology coaching support, thereby, improving teacher proficiency in digital tools and align with our division priority to accelerate student performance.

- G2.** Maintain and improve academic achievement focus and consistency in Literacy by utilizing the Instructional Framework, Florida Standards, Florida's Continuous Improvement Model, the Oak Ridge Literacy System, and accelerate student performance through an intense focus on student achievement.

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. Teachers will gain proficiency in digital technology through direct professional development, collaborative common planning and technology coaching support, thereby, improving teacher proficiency in digital tools and align with our division priority to accelerate student performance. 1a

G073243

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	56.0

Resources Available to Support the Goal 2

- Teachers were provided intensified five day digital training and two day lesson planning before pre-planning. All teachers have access to google drive.
- Continuous support and training is available with a digital curriculum team made up of more than twenty members to provide one-on-one guidance/training if necessary.
- Students, parents and teachers will receive professional development throughout the year on how to navigate the digital tools in their possession.

Targeted Barriers to Achieving the Goal 3

- There is a wide variation of technology understanding and utilization among the teachers.

Plan to Monitor Progress Toward G1. 8

Professional development logs, and usage of google and all other digital tools.

Person Responsible

Matthew Colman

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Percentage of faculty who attend digital curriculum professional development, usage of digital tools, student achievement on district and state assessments

G2. Maintain and improve academic achievement focus and consistency in Literacy by utilizing the Instructional Framework, Florida Standards, Florida's Continuous Improvement Model, the Oak Ridge Literacy System, and accelerate student performance through an intense focus on student achievement.

1a

G073244

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	56.0

Resources Available to Support the Goal 2

- During strategic planning meetings, lesson study cycles, and collaborative PLCs, teachers will develop cognitively complex tasks and questions associated with the benchmark being taught.
- Multiple sources of data will be used to place the students in the appropriate intensive reading classes.
- Teachers will have access to the process of deconstructing the standards and selecting teaching materials/text that reflect the level of rigor presented on FSA during pre-planning and throughout the school year.
- Teachers will have access to the process of deconstructing the standards and selecting teaching materials/text that reflect the level of rigor presented on the FSA during pre-planning. FCIM Focus calendars will be developed prior to school starting and reviewed each nine weeks in order to plan instruction though data results.
- Students have access to the Junior Achievement Magnet Program, redesigned current magnet programs and added additional Advanced Placement (AP) classes and Tech center classes.
- All content areas will stress the importance of literacy as a priority and will attend professional development on literacy and implement best practices including discussing student achievement data and intervention strategies.
- All content areas will follow the LSI plan, continue professional development with a specific focus on literacy with Dr. Taylor, and subject area coaches will support literacy in their PLC's, give feedback after walkthroughs, and provided the necessary assistance for each teacher, and professional development as needed with district coaches.
- All teachers and students will have the digital tools and training across the content to fully support all curriculum.

Targeted Barriers to Achieving the Goal 3

- Students must be identified appropriately and exposed to the grade level materials along with independent learning levels and high cognitive complexity tasks that would adequately prepare students for the FSA and increase their student achievement.
- Teachers need to buy into the understanding of the need to teach literacy and writing strategies within their content.

Plan to Monitor Progress Toward G2. 8

Classroom Walkthroughs, review of materials used and determining the level of rigor

Person Responsible

Rebecca Watson

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Cella, Mini Assessments, ELA Benchmark tests, writing simulations, focus calendars

Plan to Monitor Progress Toward G2. 8

Common planning, PLC data meetings

Person Responsible

Angela Lewis

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans, mini assessments, ELA benchmarks, formative and summative assessments

Plan to Monitor Progress Toward G2. 8

Data across the curriculum collected by course and data chats with instructional coaches

Person Responsible

Leigh Ann Bradshaw

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Monthly data updates with summaries of student achievement

Plan to Monitor Progress Toward G2. 8

Classroom Walkthroughs, review of materials used and determining the level of rigor

Person Responsible

Matthew Colman

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Mini assessments, focus calendars, math benchmark tests

Plan to Monitor Progress Toward G2. 8

Classroom Walkthroughs, review of materials used and determining the level of rigor

Person Responsible

Oswaldo Piedra

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Mini assessments, focus calendars, social studies benchmark tests

Plan to Monitor Progress Toward G2. 8

Classroom Walkthroughs, review of materials used and determining the level of rigor

Person Responsible

Dalila Hernandez

Schedule

Daily, from 9/1/2015 to 6/8/2016

Evidence of Completion

Mini assessments, focus calendars, science benchmark tests

Plan to Monitor Progress Toward G2. 8

New Teacher Common planning, New Teacher PLC data meetings

Person Responsible

Samuel Murfee

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Writing simulations, focus calendars, formative and summative assessments, lesson plans

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. Teachers will gain proficiency in digital technology through direct professional development, collaborative common planning and technology coaching support, thereby, improving teacher proficiency in digital tools and align with our division priority to accelerate student performance. **1**

 G073243

G1.B2 There is a wide variation of technology understanding and utilization among the teachers. **2**

 B191357

G1.B2.S1 Each teacher will receive professional development on their level of need through the digital curriculum team members. Team members are available during common planning time, before and after school, on designated digital learning Wednesdays, and by request. **4**

 S202820

Strategy Rationale

The process of going digital is a learning curve for the teachers as well as the students and parents. As the students and parents will need differentiated training, the teachers will need it as well.

Action Step 1 **5**

Professional development during common planning, digital Wednesdays, and individual sessions as requested. Use of technology in the classroom as part of the daily curriculum.

Person Responsible

Matthew Colman

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Digital interaction through google, edmodo, safari, remind, etc., lesson plans, increase in student achievement and the ability to see technology used in the classroom.

Action Step 2 5

Digital curriculum team will model strategies during PLC's and in classes as needed.

Person Responsible

Dalila Hernandez

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans with digital strategies noted, PLC minutes, and instructional rounds feedback.

Action Step 3 5

Digital training's will be conducted by outside companies.

Person Responsible

Leigh Ann Bradshaw

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Sign-in sheets and training feedback surveys, lesson plans with new strategies learned noted, and PLC minutes.

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

Classroom walkthroughs, lesson plans, PLC meetings

Person Responsible

Matthew Colman

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

lesson plans, observations, use of all digital tools, and PLC notes for technology and math, professional development logs for the technology department,

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

Classroom walkthroughs, lesson plans, PLC meetings

Person Responsible

Leigh Ann Bradshaw

Schedule

On 6/8/2016

Evidence of Completion

Lesson plans, observations, PLC notes, use of google, doceri, remind, safari and other digital tools

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

Classroom walkthroughs, lesson plans, PLC meetings

Person Responsible

Dalila Hernandez

Schedule

On 6/8/2016

Evidence of Completion

lesson plans, observations, use of all digital tools, and PLC notes for science

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

Classroom walkthroughs, lesson plans, PLC meetings

Person Responsible

Oswaldo Piedra

Schedule

On 6/8/2016

Evidence of Completion

lesson plans, observations, use of all digital tools, and PLC notes for social studies

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

Classroom walkthroughs, lesson plans, PLC meetings

Person Responsible

Rebecca Watson

Schedule

On 6/8/2016

Evidence of Completion

lesson plans, observations, use of all digital tools, and PLC notes for ELA and reading

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

Classroom walkthroughs, lesson plans, professional development, data reports from coaches

Person Responsible

Leigh Ann Bradshaw

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Student growth data- monthly school-wide data for all departments.

G2. Maintain and improve academic achievement focus and consistency in Literacy by utilizing the Instructional Framework, Florida Standards, Florida's Continuous Improvement Model, the Oak Ridge Literacy System, and accelerate student performance through an intense focus on student achievement. 1

G073244

G2.B2 Students must be identified appropriately and exposed to the grade level materials along with independent learning levels and high cognitive complexity tasks that would adequately prepare students for the FSA and increase their student achievement. 2

B191360

G2.B2.S1 Teachers will participate in deconstructing of the reading and writing benchmarks and lesson development during common planning and PLC's using the common core standards, focus calendars and rigorous materials. 4

S202823

Strategy Rationale

This will provide students with instruction that is rigorous, leading to improved student achievement.

Action Step 1 5

Teachers will deconstruct reading and writing standards.

Person Responsible

Angela Lewis

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson Plans with rigorous materials noted, focus calendars, Instructional rounds feedback

Action Step 2 5

All content area coaches will model literacy strategies during PLC's and in classes as needed.

Person Responsible

Leigh Ann Bradshaw

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans with literacy strategies noted, PLC minutes, focus calendars, instructional rounds feedback

Action Step 3 5

Dr. Rose Taylor, literacy specialist/UCF professor, will conduct 4 full days of training for beginning teachers, reading, ELA, science, social studies, and elective teachers. She will also provide classroom walkthroughs and feedback as needed throughout the year.

Person Responsible

Leigh Ann Bradshaw

Schedule

Every 2 Months, from 10/15/2015 to 4/15/2016

Evidence of Completion

Lesson plans with literacy strategies noted, focus calendars, PLC minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Weekly PLC meetings, collaborative planning, walk throughs, instructional rounds

Person Responsible

Rebecca Watson

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Benchmark surveys, mini assessments, quarterly writing simulations.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Lesson plans, classroom walk-throughs

Person Responsible

Rebecca Watson


Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Data from reading assessments and writing simulations.

G2.B4 Teachers need to buy into the understanding of the need to teach literacy and writing strategies within their content. **2**

 B191362

G2.B4.S1 Literacy Plan was developed in the summer of 2013 and revised in the summer of 2014 and again over the summer of 2015. **4**

 S202824

Strategy Rationale

There needs to be one goal with a unified focus to drive instruction that is relative and carried out with fidelity.

Action Step 1 **5**

Literacy Plan

Person Responsible

Angela Lewis

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Learning gains on reading assessments.

Action Step 2 **5**

Literacy System Training for New Teachers

Person Responsible

Samuel Murfee

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans, learning gains on reading assessments

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Classroom Walk-Throughs and Coaching

Person Responsible

Angela Lewis

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson Plans, Student Interviews

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Classroom walk-throughs, informal and formal observations

Person Responsible

Angela Lewis

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Learning gains on reading mini assessments, Achieve 3000 and Read 180

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Professional development during common planning, digital Wednesdays, and individual sessions as requested. Use of technology in the classroom as part of the daily curriculum.	Colman, Matthew	8/24/2015	Digital interaction through google, edmodo, safari, remind, etc., lesson plans, increase in student achievement and the ability to see technology used in the classroom.	6/8/2016 weekly
G2.B2.S1.A1	Teachers will deconstruct reading and writing standards.	Lewis, Angela	8/24/2015	Lesson Plans with rigorous materials noted, focus calendars, Instructional rounds feedback	6/8/2016 weekly
G2.B4.S1.A1	Literacy Plan	Lewis, Angela	8/24/2015	Learning gains on reading assessments.	6/8/2016 weekly
G1.B2.S1.A2	Digital curriculum team will model strategies during PLC's and in classes as needed.	Hernandez, Dalila	8/24/2015	Lesson plans with digital strategies noted, PLC minutes, and instructional rounds feedback.	6/8/2016 weekly
G2.B2.S1.A2	All content area coaches will model literacy strategies during PLC's and in classes as needed.	Bradshaw, Leigh Ann	8/24/2015	Lesson plans with literacy strategies noted, PLC minutes, focus calendars, instructional rounds feedback	6/8/2016 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.A2	Literacy System Training for New Teachers	Murfee, Samuel	8/24/2015	Lesson plans, learning gains on reading assessments	6/8/2016 monthly
G1.B2.S1.A3	Digital training's will be conducted by outside companies.	Bradshaw, Leigh Ann	8/24/2015	Sign-in sheets and training feedback surveys, lesson plans with new strategies learned noted, and PLC minutes.	6/8/2016 quarterly
G2.B2.S1.A3	Dr. Rose Taylor, literacy specialist/UCF professor, will conduct 4 full days of training for beginning teachers, reading, ELA, science, social studies, and elective teachers. She will also provide classroom walkthroughs and feedback as needed throughout the year.	Bradshaw, Leigh Ann	10/15/2015	Lesson plans with literacy strategies noted, focus calendars, PLC minutes	4/15/2016 every-2-months
G1.MA1	Professional development logs, and usage of google and all other digital tools.	Colman, Matthew	8/24/2015	Percentage of faculty who attend digital curriculum professional development, usage of digital tools, student achievement on district and state assessments	6/8/2016 quarterly
G1.B2.S1.MA1	Classroom walkthroughs, lesson plans, professional development, data reports from coaches	Bradshaw, Leigh Ann	8/24/2015	Student growth data- monthly school-wide data for all departments.	6/8/2016 monthly
G1.B2.S1.MA1	Classroom walkthroughs, lesson plans, PLC meetings	Colman, Matthew	8/24/2015	lesson plans, observations, use of all digital tools, and PLC notes for technology and math, professional development logs for the technology department,	6/8/2016 weekly
G1.B2.S1.MA3	Classroom walkthroughs, lesson plans, PLC meetings	Bradshaw, Leigh Ann	8/24/2015	Lesson plans, observations, PLC notes, use of google, doceri, remind, safari and other digital tools	6/8/2016 one-time
G1.B2.S1.MA4	Classroom walkthroughs, lesson plans, PLC meetings	Hernandez, Dalila	8/24/2015	lesson plans, observations, use of all digital tools, and PLC notes for science	6/8/2016 one-time
G1.B2.S1.MA5	Classroom walkthroughs, lesson plans, PLC meetings	Piedra, Osvaldo	8/24/2015	lesson plans, observations, use of all digital tools, and PLC notes for social studies	6/8/2016 one-time
G1.B2.S1.MA6	Classroom walkthroughs, lesson plans, PLC meetings	Watson, Rebecca	8/24/2015	lesson plans, observations, use of all digital tools, and PLC notes for ELA and reading	6/8/2016 one-time
G2.MA1	Classroom Walkthroughs, review of materials used and determining the level of rigor	Watson, Rebecca	8/24/2015	Cella, Mini Assessments, ELA Benchmark tests, writing simulations, focus calendars	6/8/2016 daily
G2.MA2	Common planning, PLC data meetings	Lewis, Angela	8/24/2015	Lesson plans, mini assessments, ELA benchmarks, formative and summative assessments	6/8/2016 weekly
G2.MA3	Data across the curriculum collected by course and data chats with instructional coaches	Bradshaw, Leigh Ann	8/24/2015	Monthly data updates with summaries of student achievement	6/8/2016 monthly
G2.MA4	Classroom Walkthroughs, review of materials used and determining the level of rigor	Colman, Matthew	8/24/2015	Mini assessments, focus calendars, math benchmark tests	6/8/2016 daily
G2.MA5	Classroom Walkthroughs, review of materials used and determining the level of rigor	Piedra, Osvaldo	8/24/2015	Mini assessments, focus calendars, social studies benchmark tests	6/8/2016 daily
G2.MA6	Classroom Walkthroughs, review of materials used and determining the level of rigor	Hernandez, Dalila	9/1/2015	Mini assessments, focus calendars, science benchmark tests	6/8/2016 daily
G2.MA7	New Teacher Common planning, New Teacher PLC data meetings	Murfee, Samuel	8/24/2015	Writing simulations, focus calendars, formative and summative assessments, lesson plans	6/8/2016 weekly
G2.B2.S1.MA1	Lesson plans, classroom walk-throughs	Watson, Rebecca	8/24/2015	Data from reading assessments and writing simulations.	6/8/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1	Weekly PLC meetings, collaborative planning, walk throughs, instructional rounds	Watson, Rebecca	8/24/2015	Benchmark surveys, mini assessments, quarterly writing simulations.	6/8/2016 weekly
G2.B4.S1.MA1	Classroom walk-throughs, informal and formal observations	Lewis, Angela	8/24/2015	Learning gains on reading mini assessments, Achieve 3000 and Read 180	6/8/2016 daily
G2.B4.S1.MA1	Classroom Walk-Throughs and Coaching	Lewis, Angela	8/24/2015	Lesson Plans, Student Interviews	6/8/2016 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. Teachers will gain proficiency in digital technology through direct professional development, collaborative common planning and technology coaching support, thereby, improving teacher proficiency in digital tools and align with our division priority to accelerate student performance.

G1.B2 There is a wide variation of technology understanding and utilization among the teachers.

G1.B2.S1 Each teacher will receive professional development on their level of need through the digital curriculum team members. Team members are available during common planning time, before and after school, on designated digital learning Wednesdays, and by request.

PD Opportunity 1

Professional development during common planning, digital Wednesdays, and individual sessions as requested. Use of technology in the classroom as part of the daily curriculum.

Facilitator

Taylor Plumblee, Members of the ORHS Digital Curriculum Team

Participants

Faculty members

Schedule

Weekly, from 8/24/2015 to 6/8/2016

G2. Maintain and improve academic achievement focus and consistency in Literacy by utilizing the Instructional Framework, Florida Standards, Florida's Continuous Improvement Model, the Oak Ridge Literacy System, and accelerate student performance through an intense focus on student achievement.

G2.B2 Students must be identified appropriately and exposed to the grade level materials along with independent learning levels and high cognitive complexity tasks that would adequately prepare students for the FSA and increase their student achievement.

G2.B2.S1 Teachers will participate in deconstructing of the reading and writing benchmarks and lesson development during common planning and PLC's using the common core standards, focus calendars and rigorous materials.

PD Opportunity 1

Teachers will deconstruct reading and writing standards.

Facilitator

Instructional Coach, Reading Coach, Writing Coach

Participants

All content area teachers

Schedule

Weekly, from 8/24/2015 to 6/8/2016

PD Opportunity 2

All content area coaches will model literacy strategies during PLC's and in classes as needed.

Facilitator

All content area coaches

Participants

All content area teachers

Schedule

Weekly, from 8/24/2015 to 6/8/2016

PD Opportunity 3

Dr. Rose Taylor, literacy specialist/UCF professor, will conduct 4 full days of training for beginning teachers, reading, ELA, science, social studies, and elective teachers. She will also provide classroom walkthroughs and feedback as needed throughout the year.

Facilitator

Ashlynn Ramirez-Literacy System and all area content coaches

Participants

All teachers

Schedule

Every 2 Months, from 10/15/2015 to 4/15/2016

G2.B4 Teachers need to buy into the understanding of the need to teach literacy and writing strategies within their content.

G2.B4.S1 Literacy Plan was developed in the summer of 2013 and revised in the summer of 2014 and again over the summer of 2015.

PD Opportunity 1

Literacy Plan

Facilitator

Reading Coach, Writing Coach, Literacy Team, Dr. Rose Taylor

Participants

All faculty

Schedule

Weekly, from 8/24/2015 to 6/8/2016

PD Opportunity 2

Literacy System Training for New Teachers

Facilitator

Sam Murfee, Dr. Rose Taylor

Participants

All new teachers to Oak Ridge HS for the 2015-2016 school year.

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Professional development during common planning, digital Wednesdays, and individual sessions as requested. Use of technology in the classroom as part of the daily curriculum.				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	0691 - Oak Ridge High	General Fund		\$50,000.00
			<i>Notes: At least 20% of the coaches' time is spent on providing PD and instructional support in PLCs.</i>			
2	G1.B2.S1.A2	Digital curriculum team will model strategies during PLC's and in classes as needed.				\$0.00
3	G1.B2.S1.A3	Digital training's will be conducted by outside companies.				\$0.00
4	G2.B2.S1.A1	Teachers will deconstruct reading and writing standards.				\$0.00
5	G2.B2.S1.A2	All content area coaches will model literacy strategies during PLC's and in classes as needed.				\$0.00
6	G2.B2.S1.A3	Dr. Rose Taylor, literacy specialist/UCF professor, will conduct 4 full days of training for beginning teachers, reading, ELA, science, social studies, and elective teachers. She will also provide classroom walkthroughs and feedback as needed throughout the year.				\$0.00
7	G2.B4.S1.A1	Literacy Plan				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$4,500.00
8	G2.B4.S1.A2	Literacy System Training for New Teachers				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$4,500.00
Total:					\$59,000.00	