

Orange County Public Schools

Oak Ridge High



2017-18 Schoolwide Improvement Plan

Oak Ridge High

700 W OAK RIDGE RD, Orlando, FL 32809

<https://oakridgehs.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	44
Appendix 2: Professional Development and Technical Assistance Outlines	47
Professional Development Opportunities	47
Technical Assistance Items	51
Appendix 3: Budget to Support Goals	51

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Oak Ridge High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. 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. Our teachers take part in community events with their students to support multicultural relationships such as Black History and Hispanic Heritage month contests, parades, and fairs. They also incorporate these community events into campus events with luncheons, door decorating contests and event specified classroom instruction with supporting activities.

b. 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. During our supervision time we make every effort to connect with the students to ensure they are having a good day, if they are in need of assistance, or even if they need words of encouragement. 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. Our leadership team consists of administration, deans, instructional coaches, and administrative support personnel. We are strategically placed around campus to ensure the safety of our students at all times. Before, during, and after school there is supervision in the front and rear of the school, all parking areas, and the courtyard, as well as the cafeteria during breakfast and lunch shifts, and all building hallways and the courtyard during class transition times. In addition to daily safety and supervision we have a safety plan for severe weather, fire drill, modified lock-down and active assailant lock-down lay-down situations and practice one form of drill school-wide on a monthly basis.

c. 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.

d. 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 21st CCLC & Title I ATS after school program on Mondays, Tuesdays, Wednesdays 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 and AmeriCorps 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	238	332	296	278	1144
One or more suspensions	0	0	0	0	0	0	0	0	0	118	121	94	66	399
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	226	327	281	236	1070
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	366	341	0	0	707

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	273	333	196	180	982

c. 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 21st CCLC/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 AmeriCorps 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, Social Studies, 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/418220>.

2. Description

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

2. 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Bellinger, Jennifer	Principal
Colman, Matthew	Assistant Principal
Hernandez, Dalila	Assistant Principal
Norwood, Orlando	Assistant Principal
Karcinski, Lisa	Assistant Principal
Browne, Michele	Assistant Principal
Householder, Laurene	Administrative Support
Gonzalez, Luz	Administrative Support
Brown, Nasundra	School Counselor
Beckett, Markeefe	Dean
Lubin, Veronica	Dean
Coutain, Kenny	Dean
Hixon, Miriam	Administrative Support
Williams, Lettita	Instructional Coach
Williams, Latorrie	Instructional Coach
Monteiro, Rosina	Instructional Technology
Perez Bermudez, Glorytza	Administrative Support

b. Duties

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

Jennifer Bellinger– Principal: Supervises Language Arts/ESOL, the entire leadership team, progress monitoring and data, evaluations, parental involvement, community relations and oversees the day-to-day operations of the school.

Matthew Colman - AP: Supervises advanced placement and magnet programs, digital curriculum, ESE, CTE electives, oversees the behavioral specialist, and the ESE department. He is responsible for the SAC and PTSA as well as coordinates assessment scheduling for ACT, SAT, PERT, AP, EOC and all other district assessments, and is the technology administrator.

Dr. Dalila Hernandez - AP: Supervises Science, PE, Hope and Team Sports electives, and the visual and performing arts department. She oversees the daily operations of all clubs and organizations, and is the 11th grade administrator as well as the liaison for community relations and parental involvement.

Orlando Norwood– AP: Supervises the Math, ROTC and Security departments. He oversees the College and Career Readiness Courses and SAFE programs as well. He is responsible for the evacuation plan and drills, teacher certification, and safety department, and is the 12th grade administrator.

Michelle Browne – AP: Supervises reading, world languages, and the testing coordinators. She is responsible for Advanced Ed, RtI/MTSS, the clinic and students with medical issues, substitutes and emergency lesson plans and is the 9th grade administrator.

Lisa Karcinski– AP: Supervises Guidance and social studies. She is responsible for API duties, course registration, dual enrollment, graduation, FTE/FISH reports and all surveys, master schedule creation, report cards and progress reports, credit recovery programs, SMS and is the 10th grade administrator.

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.

Luz Gonzalez Cartagena-Data Coach: Responsible for the school-wide assessment development and vetting program. Provides professional development to coaches on data tracking systems and actionable steps. Coordinates and facilitates progress monitoring team meetings to review trends on instruction and student performance. Monitors progress towards SIP goals through quarterly school grade projections.

Nasundra Brown – Lead Guidance Counselor: Back-on-Track Credit Recovery Program Counselor, 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, coordinates college visits, assists with scholarship searches, college applications and post-secondary planning.

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

Emory Norris - Dean: Behavioral dean for grade students. Monitors behavior to increase student achievement and decrease academic and disciplinary disruptions. Mentor to male student population. Manages and supervises all classified personnel, coordinates use of the campus facilities, writes and manages safety plan and trains key personnel, manages duty schedule, construction schedules, and all special event security and parking.

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

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

Miriam Hixon - 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.

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

Latorie Williams - 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.

Jennifer Bellinger/Jennifer Grow - Instructional Coach: Supervises and monitors beginning teacher induction, new teacher orientation, mentoring and teacher certification.

Rosina Monteiro- Media Specialist/Digital Curriculum & Technology Team Leader: Collaborates with teachers in the development of student literacy through the administration of the library media program. Oversees the selection, organization, utilization, and maintenance of library, information, and curriculum resources. Instructs the teaching staff in all digital programs for classroom use with emphasis on GAFE (Google Apps for Education) and the new Canvas LMS. Manages device circulation and handles student digital issues. Co-Coordinator of the Student Tech SWAT Team & (Students Working to Advance Technology).

Glorytza Perez Bermudez- 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.

Lisa Karcinski / Bernetta Buck – 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.

2. 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, 21st CCLC and 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jennifer Bellinger	Principal
Alexis Lebrun	Parent
Leila Brihoum	Parent
Kimberly Harris	Parent
Elonda Bates	Business/Community
Cindy Swain	Parent
Elizabeth Sanchez	Business/Community
Yamilex Rivera	Student
Thomas O'Brien	Teacher
Odeika Bent	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Evaluation of last year's plan was in May 2017. SAC, PTSA members, parents and students were present, and all points of the plan were discussed and/or revised.

b. 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 PTSA. The SAC Council will review the school's student achievement data quarterly, and advise the school on key issues.

c. 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/PTSA meetings that take place the first Tuesday of every month.

2. 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 \$5000, Academic Intervention Program \$2500

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bellinger, Jennifer	Principal
Householder, Laurene	Administrative Support
Faber, Michael	Teacher, K-12
Gonzalez, Luz	Administrative Support
Browne, Michele	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The non-negotiable expectations for instructional practice using the Instructional Framework, Florida State Standards, Florida's Continuous Improvement Model, and District Professional Learning Communities to support literacy development 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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 available 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.

2. 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.

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

ORHS has a full time instructional coach, Jennifer Grow, who works daily with new teachers. She provides individual and group coaching, professional development, and holds monthly PLC meetings. She 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Instructional Framework and Florida Standards.

b. Instructional Strategies

1. 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.

2. 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: 18,900

To provide an after school program on Mondays, Tuesdays and Thursdays from 2:30-4:30 and Wednesdays from 1:30-4:30 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 state standards, SAT/ACT prep, KHAN Academy, STEM activities, and enrichment.

Strategy Rationale

With intensified tutoring in a smaller setting students will gain a better understanding of the state 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 pre, mid and post assessments across the curriculum. 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

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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 and Career Specialist, Erin Wolfgramm, is available during regular school hours and select extended hours to assist students with amazing scholarship opportunities and college readiness support.

b. College and Career Readiness

1. 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. Our intensified College and Career Readiness Program is another venue 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 mentor-ship 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 is staffed full time and will be open for students throughout the day. 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 Specialist, Erin Wolfgramm, will be available to assist students with scholarship opportunities and college readiness support as well.

2. 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.

3. 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 Instructional Coaches and a College & Career 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.

4. 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, college and career ready 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, the percent of students enrolled in college credit courses in a post-secondary institute earning a GPA of 2.0 or higher has increased to over 80%. Our dropout rate has decreased and our graduation rate increased to 89.6% of our students graduating in four years. We will continue to track and supervise students to continue to increase our percentages.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** Student achievement will show a 3% increase in math, science, and history on school performance data as a result of our focus on Professional Learning Communities (PLC) in which our teachers will participate in and work collaboratively on analyzing student data to drive instruction focused on student proficiency of the standards.

- G2.** Student achievement will increase by 3% on the FSA ELA (English Language Arts) by participating in and utilizing the strategies set forth by the District Professional Learning Communities (DPLC) which will have an intense focus on literacy across all content areas.

Strategic Goals Detail

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

G1. Student achievement will show a 3% increase in math, science, and history on school performance data as a result of our focus on Professional Learning Communities (PLC) in which our teachers will participate in and work collaboratively on analyzing student data to drive instruction focused on student proficiency of the standards. 1a

G095930

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	30.0
Geometry EOC Pass Rate	30.0
Bio I EOC Pass	45.0
U.S. History EOC Pass	52.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack experience in using data to inform decisions on instruction.
- Many teachers are not proficient with tools available for gathering and analyzing data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- All content areas have an instructional coach that facilitates common planning, PLC's, and data chats.
- All content areas have a data coach to support instructional coaches in disaggregating data, and preparing for data chats with teachers.
- All areas have access to district CRMs that provide scaffolding as well as aligned resources and culminating activities.
- The use of team vetted common assessments as data points
- Access to only data collection systems such as, Unify, EDW and ProgressBook.
- Progress monitoring teams for each content area.

Plan to Monitor Progress Toward G1. 8

Common Assessment Data and PLC minutes will be monitored.

Person Responsible

Jennifer Bellinger

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

Common Assessment Data, Teacher Error Analysis Form, and PLC minutes

Plan to Monitor Progress Toward G1. 8

District support will provide continual feedback that will be utilized to drive our PLC agendas.

Person Responsible

Jennifer Bellinger

Schedule

Weekly, from 9/5/2017 to 5/15/2018

Evidence of Completion

G2. Student achievement will increase by 3% on the FSA ELA (English Language Arts) by participating in and utilizing the strategies set forth by the District Professional Learning Communities (DPLC) which will have an intense focus on literacy across all content areas. 1a

G095931

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0

Targeted Barriers to Achieving the Goal 3

- Lack of implementation of appropriate literacy strategies into the content area classes.
- Teachers struggle with deconstructing the standards in order to present information with the appropriate level of rigor.

Resources Available to Help Reduce or Eliminate the Barriers 2

- During strategic common planning meetings, and collaborative PLCs, teachers will deconstruct standards in order to create standards aligned lessons with Instructional Coaches.
- Multiple sources of data will be used to place the students in the appropriate intensive reading classes as well as honors 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.
- All content areas will receive training on strategies to incorporate the appropriate Language Arts Florida standards into their classes.
- All teachers and students will have the digital tools and training across the content to fully support all curriculum.

Plan to Monitor Progress Toward G2. 8

Classroom walkthroughs and review strategies used to incorporate literacy into the classrooms/content.

Person Responsible

Jennifer Bellinger

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Cella, ELA Benchmark pre mid and posttests, writing simulations, focus calendars

Plan to Monitor Progress Toward G2. 8

Data across the curriculum collected by course, as well as data chats with instructional coaches

Person Responsible

Luz Gonzalez

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Monthly data updates with summaries of student achievement

Plan to Monitor Progress Toward G2. 8

Classroom walkthroughs and review CRM's used to incorporate literacy into the classrooms/content.

Person Responsible

Orlando Norwood

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Math benchmark pre, mid and post assessments, focus calendars

Plan to Monitor Progress Toward G2. 8

Classroom walkthroughs and review strategies used to incorporate literacy into the classrooms/content.

Person Responsible

Michele Browne

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Social studies benchmark pre, mid and post assessments, focus calendars

Plan to Monitor Progress Toward G2. 8

Classroom walkthroughs and review CRM's used to incorporate literacy into the classrooms/content.

Person Responsible

Dalila Hernandez

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Science benchmark pre, mid and post assessments, focus calendars

Plan to Monitor Progress Toward G2. 8

New Teacher Common planning, New Teacher PLC data meetings

Person Responsible

Jennifer Bellinger

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

Classroom walkthroughs and review strategies used to incorporate literacy into the classrooms/content.

Person Responsible

Lettita Williams

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Reading benchmark pre, mid and post assessments, focus calendars

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

 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will show a 3% increase in math, science, and history on school performance data as a result of our focus on Professional Learning Communities (PLC) in which our teachers will participate in and work collaboratively on analyzing student data to drive instruction focused on student proficiency of the standards. 1

G095930

G1.B1 Teachers lack experience in using data to inform decisions on instruction. 2

B258259

G1.B1.S1 During common planning meetings teachers will receive professional development on the effective use of standards based assessment results and student work samples to identify and address student academic needs and effective instructional practices. These professional developments will come through their instructional coach, supervising administrator, data coach, and secondary instructional supports. 4

S273350

Strategy Rationale

To provide support and guidance to not only new teachers to Oak Ridge High School, but all that need assistance, in data informed standards-based instruction that creates rigorous lessons and increases student achievement.

Action Step 1 5

Professional development will be conducted on the use of data decision making to plan for rigorous standard based lessons.

Person Responsible

Jennifer Bellinger

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

Action Step 2 5

Professional development will be conducted by the Instructional Coaches team and guest presenters.

Person Responsible

Jennifer Bellinger

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

Administrative team will attend PLC meetings.

Person Responsible

Matthew Colman

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Common lesson plans, observations, use of all digital tools, and PLC notes that indicate use of data driven, rigorous standards-based instruction in the AP, magnet and CTE departments.

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

Administrative team will attend PLC meetings.

Person Responsible

Dalila Hernandez

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Common lesson plans, observations, use of all digital tools, and PLC notes that indicate use of data driven, rigorous standards-based instruction in the science, PE, Hope, team sports, and visual arts departments.

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

Administrative team will attend PLC meetings.

Person Responsible

Orlando Norwood

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Common lesson plans, observations, use of all digital tools, and PLC notes that indicate use of data driven, rigorous standards-based instruction in the math, ROTC, and college and career departments.

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

Administrative team will attend PLC meetings.

Person Responsible

Michele Browne

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Common lesson plans, observations, use of all digital tools, and PLC notes that indicate use of data driven, rigorous standards-based instruction in the reading, and world languages departments.

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

Administrative team will attend PLC meetings.

Person Responsible

Lisa Karcinski

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Common lesson plans, observations, use of all digital tools, and PLC notes that indicate use of data driven, rigorous standards-based instruction in the social studies department.

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

Administrative team will attend PLC meetings.

Person Responsible

Jennifer Bellinger

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Common lesson plans, observations, use of all digital tools, and PLC notes that indicate use of data driven, rigorous standards-based instruction in the language arts and ESOL departments.

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

Principal will perform classroom walkthroughs, evaluate lesson plans, attend professional development, and evaluate data reports from coaches.

Person Responsible

Jennifer Bellinger

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

G1.B2 Many teachers are not proficient with tools available for gathering and analyzing data. 2

 B258260

G1.B2.S1 Instructional Coaches after each common assessment will guide teachers in the use of available tools for data disaggregation. 4

 S273351

Strategy Rationale

Teachers have Instructional Coaches that are able to facilitate and support them during professional learning communities in order to practice using the variety of tools available for data collection and analysis.

Action Step 1 5

Instructional Coaches will facilitate professional development on use of data tools.

Person Responsible

Jennifer Bellinger

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Professional Development Sign-In Sheets

Action Step 2 5

Instructional Coaches will practice with teachers during PLCs on using data tools.

Person Responsible

Jennifer Bellinger

Schedule

Every 3 Weeks, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC Minutes

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

Administrative team will attend PLCs,

Person Responsible

Jennifer Bellinger

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC Minutes and Teacher Data Reports in the ELA and ESOL departments.

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

Administrative team will attend PLCs,

Person Responsible

Matthew Colman

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC Minutes and Teacher Data Reports in the AP, magnet, and CTE departments.

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

Administrative team will attend PLCs,

Person Responsible

Dalila Hernandez

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC Minutes and Teacher Data Reports in the science, PE Hope, team sports and visual arts department.

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

Administrative team will attend PLCs,

Person Responsible

Orlando Norwood

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC Minutes and Teacher Data Reports in the math, ROTC, and college and career departments.

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

Administrative team will attend PLCs,

Person Responsible

Michele Browne

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC Minutes and Teacher Data Reports in the reading and world languages departments.

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

Administrative team will attend PLCs,

Person Responsible

Lisa Karcinski

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC Minutes and Teacher Data Reports in in the social studies department.

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

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

Person Responsible

Jennifer Bellinger

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

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

G2. Student achievement will increase by 3% on the FSA ELA (English Language Arts) by participating in and utilizing the strategies set forth by the District Professional Learning Communities (DPLC) which will have an intense focus on literacy across all content areas. 1

G095931

G2.B2 Lack of implementation of appropriate literacy strategies into the content area classes. 2

B258263

G2.B2.S1 Each teacher will receive targeted professional development on incorporating literacy strategies into their lessons and aligning their learning tasks. 4

S273353

Strategy Rationale

By incorporating literacy strategies it will allow teachers to incorporate reading and writing instruction into their daily lessons.

Action Step 1 5

Teachers will receive Professional Development in literacy strategies.

Person Responsible

Jennifer Bellinger

Schedule

On 6/1/2018

Evidence of Completion

PD Sign In, PLC minutes, Classroom walkthroughs

Action Step 2 5

Instructional Coaches will work with teachers during PLCs to evaluate rigor of classroom activities for alignment to tasks of FSA.

Person Responsible

Jennifer Bellinger

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC minutes, Lesson Plans, Classroom walkthroughs

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

Administrative Team will check lesson plans for implementation of strategies.

Person Responsible

Jennifer Bellinger

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Classroom Walkthroughs

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

Classroom Walkthroughs and lesson plan checks will be conducted to monitor effectiveness of implementing appropriate rigor of strategies.

Person Responsible

Matthew Colman

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walkthroughs and lesson plans from AP classes, Magnet Classes, and CTE departments

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

Classroom Walkthroughs and lesson plan checks will be conducted to monitor effectiveness of implementing appropriate rigor of strategies.

Person Responsible

Dalila Hernandez

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walkthroughs and lesson plans from science, PE, HOPE, team sports, and visual arts classes.

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

Classroom Walkthroughs and lesson plan checks will be conducted to monitor effectiveness of implementing appropriate rigor of strategies.

Person Responsible

Orlando Norwood

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walkthroughs and lesson plans from from math, ROTC, and college and career classes.

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

Classroom Walkthroughs and lesson plan checks will be conducted to monitor effectiveness of implementing appropriate rigor of strategies.

Person Responsible

Michele Browne

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walkthroughs and lesson plans from reading and world languages classes.

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

Classroom Walkthroughs and lesson plan checks will be conducted to monitor effectiveness of implementing appropriate rigor of strategies.

Person Responsible

Lisa Karcinski

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walkthroughs and lesson plans from the social studies department.

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

Classroom Walkthroughs and lesson plan checks will be conducted to monitor effectiveness of implementing appropriate rigor of strategies.

Person Responsible

Jennifer Bellinger


Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walkthroughs and lesson plans from the language arts and ESOL department.

G2.B3 Teachers struggle with deconstructing the standards in order to present information with the appropriate level of rigor. **2**

 B258264

G2.B3.S1 Content area teachers will teach literacy with rigor and offer ongoing support in strategically implementing literacy strategies into daily lessons. This is essential in increasing student achievement.

4

 S273354

Strategy Rationale

Content classes play a critical role in supporting the literacy plan. Teachers need to have the tools and support in order to effectively increase student achievement in literacy.

Action Step 1 **5**

Literacy Plan

Person Responsible

Lettita Williams

Schedule

Quarterly, from 5/23/2017 to 5/25/2018

Evidence of Completion

Learning gains on reading assessments.

Action Step 2 **5**

Content teachers will receive ongoing support during weekly PLCs in strategically implementing literacy strategies into daily lessons.

Person Responsible

Jennifer Bellinger

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Lesson plans, PLC Minutes

Action Step 3 5

World History, College and Career Readiness, and Marine Science teachers will receive training in specific literacy strategies to use in their classroom.

Person Responsible

Jennifer Bellinger

Schedule

On 6/1/2018

Evidence of Completion

Lesson Plans and Classroom Walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Classroom Walkthroughs and coaching will occur.

Person Responsible

Lettita Williams

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Student Interviews

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Classroom walkthroughs will be conducted as well as lesson plan feedback given.

Person Responsible

Lisa Karcinski

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom Walkthroughs and lesson plans from World History.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Classroom walkthroughs will be conducted as well as lesson plan feedback given.

Person Responsible

Dalila Hernandez

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom Walkthroughs and lesson plans from Marine Science.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Classroom walkthroughs will be conducted as well as lesson plan feedback given.

Person Responsible

Orlando Norwood

Schedule

Weekly, from 8/14/2017 to 6/1/2018



















Evidence of Completion

Classroom Walkthroughs and lesson plans from college and career classes.











IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA2 M393518	District support will provide continual feedback that will be utilized to drive our PLC agendas.	Bellinger, Jennifer	9/5/2017		5/15/2018 weekly
G2.B3.S1.A1 A366972	Literacy Plan	Williams, Lettita	5/23/2017	Learning gains on reading assessments.	5/25/2018 quarterly
G1.MA1 M393517	Common Assessment Data and PLC minutes will be monitored.	Bellinger, Jennifer	8/14/2017	Common Assessment Data, Teacher Error Analysis Form, and PLC minutes	6/1/2018 every-3-weeks
G2.MA1 M393532	Classroom walkthroughs and review strategies used to incorporate literacy into the...	Bellinger, Jennifer	8/14/2017	Cella, ELA Benchmark pre mid and posttests, writing simulations, focus calendars	6/1/2018 weekly
G2.MA2 M393533	Data across the curriculum collected by course, as well as data chats with instructional coaches	Gonzalez, Luz	8/14/2017	Monthly data updates with summaries of student achievement	6/1/2018 monthly
G2.MA3 M393534	Classroom walkthroughs and review CRM's used to incorporate literacy into the classrooms/content.	Norwood, Orlando	8/14/2017	Math benchmark pre, mid and post assessments, focus calendars	6/1/2018 weekly
G2.MA4 M393535	Classroom walkthroughs and review strategies used to incorporate literacy into the...	Browne, Michele	8/14/2017	Social studies benchmark pre, mid and post assessments, focus calendars	6/1/2018 weekly
G2.MA5 M393536	Classroom walkthroughs and review CRM's used to incorporate literacy into the classrooms/content.	Hernandez, Dalila	8/14/2017	Science benchmark pre, mid and post assessments, focus calendars	6/1/2018 weekly
G2.MA6 M393537	New Teacher Common planning, New Teacher PLC data meetings	Bellinger, Jennifer	8/14/2017	Writing simulations, focus calendars, formative and summative assessments, lesson plans	6/1/2018 weekly
G2.MA7 M393538	Classroom walkthroughs and review strategies used to incorporate literacy into the...	Williams, Lettita	8/14/2017	Reading benchmark pre, mid and post assessments, focus calendars	6/1/2018 weekly
G1.B1.S1.MA1 M393503	Principal will perform classroom walkthroughs, evaluate lesson plans, attend professional...	Bellinger, Jennifer	8/14/2017	Student growth data- monthly school-wide data for all departments.	6/1/2018 monthly
G1.B1.S1.MA1 M393504	Administrative team will attend PLC meetings.	Colman, Matthew	8/14/2017	Common lesson plans, observations, use of all digital tools, and PLC notes that indicate use of data driven, rigorous standards-based instruction in the AP, magnet and CTE departments.	6/1/2018 weekly
G1.B1.S1.MA3 M393505	Administrative team will attend PLC meetings.	Hernandez, Dalila	8/14/2017	Common lesson plans, observations, use of all digital tools, and PLC notes that indicate use of data driven, rigorous standards-based instruction in the science, PE, Hope, team sports, and visual arts departments.	6/1/2018 weekly
G1.B1.S1.MA4 M393506	Administrative team will attend PLC meetings.	Norwood, Orlando	8/14/2017	Common lesson plans, observations, use of all digital tools, and PLC notes that indicate use of data driven, rigorous standards-based instruction in the math, ROTC, and college and career departments.	6/1/2018 weekly
G1.B1.S1.MA5 M393507	Administrative team will attend PLC meetings.	Browne, Michele	8/14/2017	Common lesson plans, observations, use of all digital tools, and PLC notes that indicate use of data driven, rigorous standards-based instruction in the reading, and world languages departments.	6/1/2018 weekly

Orange - 0691 - Oak Ridge High - 2017-18 SIP
Oak Ridge High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA6  M393508	Administrative team will attend PLC meetings.	Karcinski, Lisa	8/14/2017	Common lesson plans, observations, use of all digital tools, and PLC notes that indicate use of data driven, rigorous standards-based instruction in the social studies department.	6/1/2018 weekly
G1.B1.S1.MA7  M393509	Administrative team will attend PLC meetings.	Bellinger, Jennifer	8/14/2017	Common lesson plans, observations, use of all digital tools, and PLC notes that indicate use of data driven, rigorous standards-based instruction in the language arts and ESOL departments.	6/1/2018 weekly
G1.B1.S1.A1  A366963	Professional development will be conducted on the use of data decision making to plan for rigorous...	Bellinger, Jennifer	8/14/2017		6/1/2018 every-3-weeks
G1.B1.S1.A2  A366964	Professional development will be conducted by the Instructional Coaches team and guest presenters.	Bellinger, Jennifer	8/14/2017	Sign-in sheets and training feedback, lesson plans with new rigorous strategies learned noted, and PLC minutes.	6/1/2018 quarterly
G1.B2.S1.MA1  M393510	Classroom walkthroughs, lesson plans, professional development attendance, data reports from coaches	Bellinger, Jennifer	8/28/2017	Student growth data, monthly school-wide data for all departments.	6/1/2018 weekly
G1.B2.S1.MA1  M393511	Administrative team will attend PLCs,	Bellinger, Jennifer	8/21/2017	PLC Minutes and Teacher Data Reports in the ELA and ESOL departments.	6/1/2018 weekly
G1.B2.S1.MA2  M393512	Administrative team will attend PLCs,	Colman, Matthew	8/21/2017	PLC Minutes and Teacher Data Reports in the AP, magnet, and CTE departments.	6/1/2018 weekly
G1.B2.S1.MA3  M393513	Administrative team will attend PLCs,	Hernandez, Dalila	8/21/2017	PLC Minutes and Teacher Data Reports in the science, PE Hope, team sports and visual arts department.	6/1/2018 weekly
G1.B2.S1.MA4  M393514	Administrative team will attend PLCs,	Norwood, Orlando	8/21/2017	PLC Minutes and Teacher Data Reports in the math, ROTC, and college and career departments.	6/1/2018 weekly
G1.B2.S1.MA5  M393515	Administrative team will attend PLCs,	Browne, Michele	8/21/2017	PLC Minutes and Teacher Data Reports in the reading and world languages departments.	6/1/2018 weekly
G1.B2.S1.MA6  M393516	Administrative team will attend PLCs,	Karcinski, Lisa	8/21/2017	PLC Minutes and Teacher Data Reports in in the social studies department.	6/1/2018 weekly
G1.B2.S1.A1  A366965	Instructional Coaches will facilitate professional development on use of data tools.	Bellinger, Jennifer	8/21/2017	Professional Development Sign-In Sheets	6/1/2018 monthly
G1.B2.S1.A2  A366966	Instructional Coaches will practice with teachers during PLCs on using data tools.	Bellinger, Jennifer	8/21/2017	PLC Minutes	6/1/2018 every-3-weeks
G2.B2.S1.MA1  M393521	Classroom Walkthroughs and lesson plan checks will be conducted to monitor effectiveness of...	Colman, Matthew	8/14/2017	Classroom walkthroughs and lesson plans from AP classes, Magnet Classes, and CTE departments	6/1/2018 weekly
G2.B2.S1.MA3  M393522	Classroom Walkthroughs and lesson plan checks will be conducted to monitor effectiveness of...	Hernandez, Dalila	8/14/2017	Classroom walkthroughs and lesson plans from science, PE, HOPE, team sports, and visual arts classes.	6/1/2018 weekly
G2.B2.S1.MA4  M393523	Classroom Walkthroughs and lesson plan checks will be conducted to monitor effectiveness of...	Norwood, Orlando	8/14/2017	Classroom walkthroughs and lesson plans from from math, ROTC, and college and career classes.	6/1/2018 weekly
G2.B2.S1.MA5  M393524	Classroom Walkthroughs and lesson plan checks will be conducted to monitor effectiveness of...	Browne, Michele	8/14/2017	Classroom walkthroughs and lesson plans from reading and world languages classes.	6/1/2018 weekly
G2.B2.S1.MA6  M393525	Classroom Walkthroughs and lesson plan checks will be conducted to monitor effectiveness of...	Karcinski, Lisa	8/14/2017	Classroom walkthroughs and lesson plans from the social studies department.	6/1/2018 weekly

Orange - 0691 - Oak Ridge High - 2017-18 SIP
Oak Ridge High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA7  M393526	Classroom Walkthroughs and lesson plan checks will be conducted to monitor effectiveness of...	Bellinger, Jennifer	8/14/2017	Classroom walkthroughs and lesson plans from the language arts and ESOL department.	6/1/2018 weekly
G2.B2.S1.MA1  M393527	Administrative Team will check lesson plans for implementation of strategies.	Bellinger, Jennifer	8/21/2017	Lesson Plans, Classroom Walkthroughs	6/1/2018 biweekly
G2.B2.S1.A1  A366970	Teachers will receive Professional Development in literacy strategies.	Bellinger, Jennifer	8/21/2017	PD Sign In, PLC minutes, Classroom walkthroughs	6/1/2018 one-time
G2.B2.S1.A2  A366971	Instructional Coaches will work with teachers during PLCs to evaluate rigor of classroom activities...	Bellinger, Jennifer	8/21/2017	PLC minutes, Lesson Plans, Classroom walkthroughs	6/1/2018 weekly
G2.B3.S1.MA1  M393528	Classroom walkthroughs will be conducted as well as lesson plan feedback given.	Karcinski, Lisa	8/14/2017	Classroom Walkthroughs and lesson plans from World History.	6/1/2018 weekly
G2.B3.S1.MA3  M393529	Classroom walkthroughs will be conducted as well as lesson plan feedback given.	Hernandez, Dalila	8/14/2017	Classroom Walkthroughs and lesson plans from Marine Science.	6/1/2018 weekly
G2.B3.S1.MA4  M393530	Classroom walkthroughs will be conducted as well as lesson plan feedback given.	Norwood, Orlando	8/14/2017	Classroom Walkthroughs and lesson plans from college and career classes.	6/1/2018 weekly
G2.B3.S1.MA1  M393531	Classroom Walkthroughs and coaching will occur.	Williams, Lettita	8/14/2017	Lesson Plans, Student Interviews	6/1/2018 daily
G2.B3.S1.A2  A366973	Content teachers will receive ongoing support during weekly PLCs in strategically implementing...	Bellinger, Jennifer	8/21/2017	Lesson plans, PLC Minutes	6/1/2018 weekly
G2.B3.S1.A3  A366974	World History, College and Career Readiness, and Marine Science teachers will receive training in...	Bellinger, Jennifer	8/21/2017	Lesson Plans and Classroom Walkthroughs	6/1/2018 one-time

V. Professional Development Opportunities

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

G1. Student achievement will show a 3% increase in math, science, and history on school performance data as a result of our focus on Professional Learning Communities (PLC) in which our teachers will participate in and work collaboratively on analyzing student data to drive instruction focused on student proficiency of the standards.

G1.B1 Teachers lack experience in using data to inform decisions on instruction.

G1.B1.S1 During common planning meetings teachers will receive professional development on the effective use of standards based assessment results and student work samples to identify and address student academic needs and effective instructional practices. These professional developments will come through their instructional coach, supervising administrator, data coach, and secondary instructional supports.

PD Opportunity 1

Professional development will be conducted on the use of data decision making to plan for rigorous standard based lessons.

Facilitator

All Content Area Instructional Coaches

Participants

All Faculty members

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Professional development will be conducted by the Instructional Coaches team and guest presenters.

Facilitator

All Content Area Instructional Coaches

Participants

All Faculty members

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

G1.B2 Many teachers are not proficient with tools available for gathering and analyzing data.

G1.B2.S1 Instructional Coaches after each common assessment will guide teachers in the use of available tools for data disaggregation.

PD Opportunity 1

Instructional Coaches will facilitate professional development on use of data tools.

Facilitator

All Instructional Coaches

Participants

All Faculty Members

Schedule

Monthly, from 8/21/2017 to 6/1/2018

PD Opportunity 2

Instructional Coaches will practice with teachers during PLCs on using data tools.

Facilitator

Instructional Coaches

Participants

All Faculty Members

Schedule

Every 3 Weeks, from 8/21/2017 to 6/1/2018

G2. Student achievement will increase by 3% on the FSA ELA (English Language Arts) by participating in and utilizing the strategies set forth by the District Professional Learning Communities (DPLC) which will have an intense focus on literacy across all content areas.

G2.B2 Lack of implementation of appropriate literacy strategies into the content area classes.

G2.B2.S1 Each teacher will receive targeted professional development on incorporating literacy strategies into their lessons and aligning their learning tasks.

PD Opportunity 1

Teachers will receive Professional Development in literacy strategies.

Facilitator

Instructional Coaches

Participants

All Teachers

Schedule

On 6/1/2018

G2.B3 Teachers struggle with deconstructing the standards in order to present information with the appropriate level of rigor.

G2.B3.S1 Content area teachers will teach literacy with rigor and offer ongoing support in strategically implementing literacy strategies into daily lessons. This is essential in increasing student achievement.

PD Opportunity 1

Literacy Plan

Facilitator

Reading Coach, Literacy Team, Principal

Participants

All faculty

Schedule

Quarterly, from 5/23/2017 to 5/25/2018

PD Opportunity 2

Content teachers will receive ongoing support during weekly PLCs in strategically implementing literacy strategies into daily lessons.

Facilitator

Instructional Coaches

Participants

Content Teachers

Schedule

Weekly, from 8/21/2017 to 6/1/2018

PD Opportunity 3

World History, College and Career Readiness, and Marine Science teachers will receive training in specific literacy strategies to use in their classroom.

Facilitator

Literacy Team

Participants

World History, College and Career Readiness, and Marine Science Teachers

Schedule

On 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional development will be conducted on the use of data decision making to plan for rigorous standard based lessons.				\$72,170.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0691 - Oak Ridge High	UniSIG		\$72,170.00
			<i>Notes: One Week Pre-Pre Planning for All Teachers. This extra week will give teachers the opportunity to work within their PLC to deconstruct standards and analyze item specifications for tested courses. Applicable content teachers will add specific monitoring and engagement strategies to district created sample daily lessons within CRMs. All teachers will create standards aligned lessons with specific monitoring strategies, engagement strategies, and UDL principles based on student needs.</i>			
2	G1.B1.S1.A2	Professional development will be conducted by the Instructional Coaches team and guest presenters.				\$0.00
3	G1.B2.S1.A1	Instructional Coaches will facilitate professional development on use of data tools.				\$0.00
4	G1.B2.S1.A2	Instructional Coaches will practice with teachers during PLCs on using data tools.				\$0.00
5	G2.B2.S1.A1	Teachers will receive Professional Development in literacy strategies.				\$0.00
6	G2.B2.S1.A2	Instructional Coaches will work with teachers during PLCs to evaluate rigor of classroom activities for alignment to tasks of FSA.				\$0.00
7	G2.B3.S1.A1	Literacy Plan				\$0.00
8	G2.B3.S1.A2	Content teachers will receive ongoing support during weekly PLCs in strategically implementing literacy strategies into daily lessons.				\$1,011,210.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0691 - Oak Ridge High	UniSIG		\$1,011,210.00
			<i>Notes: All teachers will receive ongoing support in implementing literacy strategies in their content area. As a result students will practice said strategies, and participate in rigorous lessons and activities that will contribute to their increased achievement.</i>			
9	G2.B3.S1.A3	World History, College and Career Readiness, and Marine Science teachers will receive training in specific literacy strategies to use in their classroom.				\$0.00
Total:						\$1,083,380.00