Oak Ridge High

2019-20 Schoolwide Improvement Plan

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Oak Ridge High

700 W OAK RIDGE RD, Orlando, FL 32809

https://oakridgehs.ocps.net/

Demographics

Principal: Dennis Gonzalez

Start Date for this Principal: 6/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: C (48%) 2016-17: D (39%) 2015-16: C (41%) 2014-15: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	D	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

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 Leadership Team

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

Name	Title	Job Duties and Responsibilities
Bellinger, Jennifer	Principal	Jennifer Bellinger– Principal: Supervises Biology, SAFE, Behavior Specialist, Assistant Principals, Deans, Instructional Coaches, Athletic Director, Program Assistants/Program Monitors, Security, Title IX Coordinator, and the Testing Coordinator. She is responsible for academic and administrative deans, PASS coordination with deans, academic coaches, administrative/support staff duties, athletics, budget, community tours, faculty/staff celebrations, teacher and staff evaluations, room utilization, and SAC/PTO
Norwood, Orlando	Assistant Principal	Orlando Norwood– Assistant Principal: Supervises mathematics, ROTC, college and career readiness courses, and ESE. His responsibilities include mathematics PLC & EOC testing, mathematics assessment creation with the Instructional Coach, PERT testing, evacuation plan and drills, bus/campus supervision duty, SAC/PTO, teacher evaluations, teacher certification – with Instructional Coach and CRT, and safety and security plan.
Karcinski, Lisa	Assistant Principal	Lisa Karcinski– Assistant Principal: Supervises Guidance Counselors, world languages,and electives. Her responsibilities include API duties, articulation with feeder schools,bus/campus supervision duty, course registration, credit recovery programs and dual enrollment. Exam Schedule/Bell Schedules, FTE/FISH reports, all surveys, Guidance,master schedule creation, registration – report cards/progress reports, digital curriculum, SAC/PTO, SAT/ACT registration coordination, SMS, teacher evaluations, withdrawals, and monitoring data.
Browne, Michele	Assistant Principal	Michele Browne – Assistant Principal: Supervises reading and language arts. Her responsibilities include Multi-Tiered System of Support (MTSS), bus/campus supervision duty, SAC/ PTO, PTO/Parental Involvement/Community Relations, clinic/all medical issues, and teacher evaluations.
Householder, Laurene	Administrative Support	Laurene Householder – Curriculum Resource Teacher: Serves as the Partners in Education and ADDitions coordinator, manages Title I compliance, parental involvement, and monitors the SIP and Parent and Family Engagement Plan.Organizes and plans community involvement, facilitates the after school tutoring and enrichment program, facilitates Teach-In and manages electronic newsletters and communication.
Gonzalez, Luz	Administrative Support	Luz Gonzalez Cartagena-Data Coach: Responsible for the school-wide assessment development and vetting process, professional development to coaches on data tracking systems and monitoring.

Name	Title	Job Duties and Responsibilities
		Review trends on instruction and student performance and monitors progress towards SIP goals through quarterly school grade projections.
Monteiro, Rosina	Instructional Technology	Rosina Monteiro- Media Specialist/Digital Curriculum & Technology Team Leader: Collaborates with teachers in the development of student literacy through the use of the school's Media Center. Oversees the selection, organization, utilization, and maintenance of media, information, and curriculum resources. Supports teacher implementation of digital programs for classroom use. Manages device circulation and student digital issues. Co-coordinator of the Student Tech SWAT Team (Students Working to Advance Technology).
Perez Bermudez, Glorytza	Administrative Support	Glorytza Perez Bermudez- Attendance Resource Teacher: Develops, adopts, and implements policies and procedures regarding attendance and ensures that all staff, students, and parents are fully aware of the policies and procedures. Enforces the Florida Compulsory School Attendance Law. Monitors attendance reports to identify truant students and start interventions. Communicates with students, teachers, and parents to identify and resolve any patterns or trends of truancy.
Sanchez Corona, Brian	Assistant Principal	Brian Sanchez Corona- Assistant Principal: Supervises career and technical education electives, social studies, AP Coordinator, and City Year. He is responsible for advanced placement/advanced studies, advanced Ed, AP testing, industry certification exams, bus/campus supervision duty, crisis plan, SAC/PTO lead, substitutes/emergency lesson plans, teacher certification – w/ Instructional Coach and CRT, assisting with School Improvement Plan writing, and teacher evaluations.
Rivera, Juliza	Assistant Principal	Juliza Rivera- Assistant Principal: Supervises science, junior achievement electives, English Language Learners, ESOL compliance specialist and visual/performing arts. Her responsibilities include: magnet programs – recruitment and program monitoring, bus/campus supervision duty, clubs and organizations, SAC/PTO assistant, ORHS recruitment videos and print materials, assisting with School Improvement Plan writing, school newsletter information collection w/ CRT, teacher evaluations, and the teacher and support person of the year process.
Young, Danny	Administrative Support	Danny Young - SAFE Coordinator: Provides assistance to our students through crisis intervention, staff referral or self-referral. Serves as a liaison between students and external resources that can help them adapt and/or cope with emergencies and extenuating life circumstances.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	700	672	544	604	2520
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	227	270	233	253	983
One or more suspensions	0	0	0	0	0	0	0	0	0	131	61	52	43	287
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	202	191	219	139	751
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	306	316	202	39	863

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	242	240	205	111	798

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	12	17	23	52	104
Students retained two or more times	0	0	0	0	0	0	0	0	0	21	0	30	49	100

FTE units allocated to school (total number of teacher units)

135

Date this data was collected or last updated

Thursday 8/1/2019

Prior Year - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	264	259	317	356	1196
One or more suspensions	0	0	0	0	0	0	0	0	0	77	56	58	31	222
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	250	244	347	182	1023
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	386	332	16	12	746

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	298	269	230	157	954

Prior Year - Updated

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	264	259	317	356	1196
One or more suspensions	0	0	0	0	0	0	0	0	0	77	56	58	31	222
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	250	244	347	182	1023
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	386	332	16	12	746

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	298	269	230	157	954

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	33%	55%	56%	25%	51%	53%
ELA Learning Gains	46%	53%	51%	29%	46%	49%
ELA Lowest 25th Percentile	37%	40%	42%	23%	34%	41%
Math Achievement	38%	43%	51%	17%	34%	49%
Math Learning Gains	60%	49%	48%	27%	33%	44%
Math Lowest 25th Percentile	50%	46%	45%	36%	33%	39%
Science Achievement	63%	70%	68%	43%	64%	65%
Social Studies Achievement	60%	73%	73%	48%	67%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	700 (0)	672 (0)	544 (0)	604 (0)	2520 (0)
Attendance below 90 percent	227 (264)	270 (259)	233 (317)	253 (356)	983 (1196)
One or more suspensions	131 (77)	61 (56)	52 (58)	43 (31)	287 (222)
Course failure in ELA or Math	202 (250)	191 (244)	219 (347)	139 (182)	751 (1023)
Level 1 on statewide assessment	306 (386)	316 (332)	202 (16)	39 (12)	863 (746)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	32%	52%	-20%	55%	-23%
	2018	27%	50%	-23%	53%	-26%
Same Grade Comparison		5%				
Cohort Comparison						
10	2019	29%	50%	-21%	53%	-24%
	2018	25%	49%	-24%	53%	-28%
Same Grade Comparison		4%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	67%	-5%	67%	-5%
2018	53%	62%	-9%	65%	-12%
Compare	9%				

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	69%	-10%	70%	-11%
2018	53%	65%	-12%	68%	-15%
Compare	6%				

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	34%	63%	-29%	61%	-27%
2018	26%	61%	-35%	62%	-36%
Compare		8%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	39%	53%	-14%	57%	-18%
2018	62%	65%	-3%	56%	6%
Compare		-23%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	29	20	26	34	23	42	33		97	44
ELL	16	40	36	31	61	60	55	25		90	50
ASN	52	57		60			93	80		94	47
BLK	31	47	39	37	56	36	59	56		95	55
HSP	31	43	35	37	64	65	64	62		93	65
MUL	57	43									
WHT	54	55		53	62		76	60		92	81
FRL	29	44	41	37	59	50	60	60		94	61
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	31	32	25	26	40	22	41		98	23
ELL	9	29	29	34	44	36	28	43		85	52
ASN	46	42		73	64		73	60		100	73
BLK	25	40	36	40	44	46	53	53		91	50
HSP	29	38	32	40	41	29	52	59		90	61
MUL	64	70					92				
WHT	50	42	10	70	55		73	95		97	69
FRL	27	39	33	38	42	38	52	54		91	56
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	18	20	5	20	25	19	24		80	22
ELL	5	21	24	11	33	41	16	15		79	34
ASN	61	54		38	30			73		93	57
BLK	22	26	20	16	27	39	41	44		87	37
HSP	25	29	24	16	26	35	42	45		91	57
MUL	50			25	8						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	44	38	30	28	25		59	86		94	62
FRL	25	29	23	17	27	36	43	48		89	46

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	580
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	69
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

English Language Arts student achievement performed the lowest at 33%. A contributing factor may include the reading levels of each incoming cohort from Title 1 feeder middle schools. Yes, this is a trend.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Mathematics achievement declined four percentage points from 42% (2018) to 38% (2019). This was the only component to exhibit a decline. A factor that may have contributed to this four percentage point decline could be due to student progression plan changes within the school district and school.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

English Language Arts achievement had the largest gap of 23% when compared to the state average (56%). A contributing factor may include the reading levels of each incoming cohort from Title 1 feeder middle schools.

Which data component showed the most improvement? What new actions did your school take in this area?

Mathematics learning gains showed the most improvement with a growth of 13%. Clear and precise systems for school management and leadership were implemented and extensive monitoring, with fidelity, from academic coaches and evaluating administrators was provided. An intense focus on standards-based instruction was supported and maintained in all content areas.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Derived concerns from analysis of Early Warning Systems data were (a) students with one or more suspensions increased from from 222 to 287 and (b) students scoring a level one on state assessments increased from 746 to 863.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase student mastery of English Language Arts standards to demonstrate an achievement level of at least 38%.
2. Increase student mastery of Mathematics standards, specifically Algebra 1 and Geometry, to demonstrate an achievement level of at least 43%.
3. Provide targeted support to increase both achievement and learning gains for students with disabilities.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Student Achievement
Rationale	Within our Professional Learning Communities (PLCs) we will focus on using data to drive our instruction. As we deliver rigorous standards-based instruction, we will incorporate strategies from the District Professional Learning Communities (DPLC) which include (a) close-reading strategies, (b) text-dependent questioning, and (c) writing in response to complex text across all content areas to further support our focus on improving literacy and overall student achievement.
State the measurable outcome the school plans to achieve	Student proficiency on the English Language Arts Florida Standards Assessment will increase to 38%.
Person responsible for monitoring outcome	Jennifer Bellinger (jennifer.bellinger@ocps.net)
Evidence-based Strategy	Helping Students Revise Knowledge: Students make additions and deletions to revise previous knowledge and thinking processes in order to deepen understanding.
Rationale for Evidence-based Strategy	Students' revision of knowledge enhances the development of declarative knowledge, allowing students to add to and sharpen their knowledge base.

Action Step	
Description	1. Develop a consistent professional development plan that will be adjusted for and delivered to each respective content area professional learning community. 2. Teacher leaders assist with developing, delivering, and supporting ongoing professional development. 3. Instructional observations will be conducted to inform implementation. 4. Sustained professional development is adjusted to assure implementation fidelity. 5. Professional development plan is adjusted, adding components as necessary, as the implementation fidelity cycle continues.
Person Responsible	Jennifer Bellinger (jennifer.bellinger@ocps.net)

#2	
Title	Math Instruction
Rationale	For the 2018-2019 school year, mathematics proficiency, specifically Algebra 1 and Geometry, decreased from 42% to 38%. With our Professional Learning Communities (PLC's) we will have rigorous standards based instruction driven by data to focus on Algebra I and Geometry.
State the measurable outcome the school plans to achieve	Student proficiency in mathematics, specifically Algebra 1 and Geometry, will increase to 43%.
Person responsible for monitoring outcome	Jennifer Bellinger (jennifer.bellinger@ocps.net)
Evidence-based Strategy	Helping Students Revise Knowledge: Students make additions and deletions to revise previous knowledge and thinking processes in order to deepen understanding.
Rationale for Evidence-based Strategy	Students' revision of knowledge enhances the development of declarative knowledge, allowing students to add to and sharpen their knowledge base.
Action Step	
Description	1. Develop a consistent professional development plan that will be adjusted for and delivered to each respective content area professional learning community. 2. Teacher leaders assist with developing, delivering, and supporting ongoing professional development. 3. Instructional observations will be conducted to inform implementation. 4. Sustained professional development is adjusted to assure implementation fidelity. 5. Professional development plan is adjusted, adding components as necessary, as the implementation fidelity cycle continues
Person Responsible	Jennifer Bellinger (jennifer.bellinger@ocps.net)

#3	
Title	Narrow Achievement Gaps
Rationale	Based on ESSA data, students with disabilities was the only subgroup to score below 41% in the current year. An intense focus will provide targeted support to increase both achievement and learning gains for students with disabilities.

State the measurable outcome the school plans to achieve	Average achievement and learning gains percentages, across content area components, will increase from 36% to at least 41%.
Person responsible for monitoring outcome	Jennifer Bellinger (jennifer.bellinger@ocps.net)
Evidence-based Strategy	Develop and implement the use flexible grouping.
Rationale for Evidence-based Strategy	Teachers assign students to homogeneous and heterogeneous groups based on explicit learning goals, monitor peer interactions, and provide positive and corrective feedback to support productive learning. Teachers use small learning groups to accommodate learning differences, promote in-depth academic related interactions and teach students to work collaboratively. They choose tasks that require collaboration, issue directives that promote productive and autonomous group interactions, and embed strategies that maximize learning opportunities and equalize participation. Teachers promote simultaneous interactions, use procedures to hold students accountable for collective and individual learning, and monitor and sustain group performance through proximity and positive feedback.

Action Step	
Description	1. Develop a consistent professional development plan that will be adjusted for and delivered to each respective content area professional learning community. 2. Teacher leaders assist with developing, delivering, and supporting ongoing professional development. 3. Instructional observations will be conducted to inform implementation. 4. Sustained professional development is adjusted to assure implementation fidelity. 5. Professional development plan is adjusted, adding components as necessary, as the implementation fidelity cycle continues
Person Responsible	Jennifer Bellinger (jennifer.bellinger@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Oak Ridge High School has met Title I requirements. The Parent and Family Engagement Plan has been developed, submitted to school district Title I office, and is maintained at the school site.

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

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.

The guidance department ensures that visits are conducted to feeder schools providing both general information and student representatives from various clubs and organizations. In turn, feeder schools tour our campus, meet with the administrative and leadership team, visit classes, and talk with current 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 and select extended hours to assist students with scholarship opportunities and college readiness support.

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

Title I, Part A, C and D
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 related materials. Title I funding is utilized at ORHS to increase parent involvement.

Migrant Liaison Services provides support to students and parents who have relocated to the Central Florida area. Services are coordinated with district Drop-Out Prevention programs to make sure students are provided supports to remain in school.

Title III
Includes a consortium of services for our English Language Learner students which include a Curriculum Compliance Teacher and after school and/or weekend tutoring sessions.

Title X- Homeless
Oak Ridge High School provides homeless services to our students and families. A defined team works with our administration and guidance staff to guarantee that the needs of our students in transition are met.

Supplemental Academic Instruction (SAI)
SAI funds are used to fund academic intervention strategies such as tutoring and direct instruction.

Violence Prevention Programs
Oak Ridge High School partners with a number of community organizations as well as the school district to fully integrate violence prevention programs.

Nutrition Programs
District Food and Nutrition Services provides information on healthy foods and nutritional breakfast and lunch selections that are offered daily.

Adult Education
Adult education opportunities on our campus include: Adult English Speakers of other Languages classes, Back on Track, 21st Century Academic Services Tutoring, and course credit recovery opportunities.

Career and Technical Education (CTE)
CTE students have the opportunity to participate in the dual enrollment program by attending Mid Florida and/or Orlando Technical Colleges.

Magnets
Oak Ridge High School Magnets Include: Hospitality Management and Tourism, Digital Gaming, Aviation, and the JA/3DE Academy

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.

Oak Ridge High School incorporates student academic and career planning by promoting opportunities to: (a) attend technical schools, (b) explore careers and take classes with an emphasis on commerce, (c) participate in Advanced Placement (AP) classes, and (d) students can also take part in dual enrollment which provides opportunities for collegiate experiences and college credit while in high school. Our College and Career Readiness Program is another venue where college bound students are provided extra academic support and readiness skills are fostered, as they embark upon the career of their choosing. Our magnet programs focus on matching students' academic interests with professional mentors. Frequent mentoring sessions are maintained to guide 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 their goal to prepare students to choose a career and/or take steps towards their journey in higher education. The center is staffed full time and is open for students throughout the day and on identified evenings to provide further support to our students and families. Students are able to plan, prepare, and identify how to fund their college experiences with accessible resources 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 required documents. Our College & Career Specialist, Erin Wolfgramm, is available to assist students with scholarship opportunities and college readiness support.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase Student Achievement	$0.00
2	III.A.	Areas of Focus: Math Instruction	$0.00
3	III.A.	Areas of Focus: Narrow Achievement Gaps	$0.00
		Total:	$0.00