2013-2014 SCHOOL IMPROVEMENT PLAN

Oak Ridge High
700 W OAK RIDGE RD
Orlando, FL 32809
407-852-3200

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	Yes	99%

Alternative/ESE Center	Charter School	Minority Rate
No	No	93%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
PENDING	B	C	C	D

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Oak Ridge High

Principal

Leigh Ann Bradshaw

School Advisory Council chair

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Leigh Ann Bradshaw	Principal
Osvaldo Piedra	Assistant Principal
Dalila Hernandez	Assistant Principal
Michael Martucci	Assistant Principal
Shelton Lewis	Business Manager
Luis Tousent	FTLP Principalship Intern
Kenny Coutain	Behavioral Specialist
Travis Gabriel	Dean: Grades 11/12
Laurene Householder	CRT
Alex Jackson	Dean: Grade 10
Erlande LaGuerre	Dean: Grade 9
Jerome Naso	Academic Dean
Matthew Colman	Academic Dean
Emory Norris	Dean: Grades 11/12
Dan Thompson	Academic Dean
Hilda Tolentino	SAFE Coordinator
Deborah McGinley	Math Coach
Rebecca Ray	Science Coach
Melissa Hancock	Reading Coach
Tia Miceli	Writing Coach
Samuel Murfee	Instructional Coach
Gayle Mooring	Content Literacy Coach
Michael Carbenia	CTE/RTI
Chaney Mottin	Staffing Specialist
Adrienne Brown	Testing Coordinator
Mark Noel	Inclusion Coach

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Terrell Lopez and Nondra Dennard: Co Chairs (parents)
Leigh Ann Bradshaw: Principal
Michael Martucci: Assistant Principal
Samuel Murfee: Instructional Coach
Laurene Householder: CRT
Parents:
Leila Brihoum
Robert Martinez
Lynn Ruocco
Petra Young
Randy Young
Manuell Monlesano
Lawanda Kenny
Jhourdan Allen
Sharon Espinoza
Students:
Brooke Kelly
Ja'Niyan Allen
Nya Franklin:

Involvement of the SAC in the development of the SIP

The SAC Council will work to increase parent and community involvement at ORHS including assisting with adding an active PTO. The SAC Council will review the school's student achievement data quarterly, and advise the school on key issues.

Activities of the SAC for the upcoming school year

The SAC Council will work to recognize student success, support academic and enrichment activities, coordinate and generate parent and community events, recognize the faculty and staff with teacher appreciation celebrations, and take ownership in an academic intervention program.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
4

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Leigh Ann Bradshaw		
Principal	Years as Administrator: 13	Years at Current School: 3

Credentials	Bachelors of Science in Business Administration (B.S.) Master's in Business (M.B.A.) Doctorate in Educational Leadership (Ed.D.) Educational Leadership Certification School Principal Certification Business Education Certification
Performance Record	Dr. Bradshaw was appointed to serve as Oak Ridge High School Principal in June of 2011. Under her leadership at Oak Ridge High School, ORHS earned the first C rating for the school using the FCAT school grade formula. During the 2012-13 school year, ORHS had an intense focus on rigorous standards based instruction through collaborative structures. Because of this work ORHS increased in every tested category as measured by FLDOE school grades. ORHS had the highest learning gains for the lowest quartile students in Reading (75%) and Math (76%) in 2012-13. Overall ORHS increased FCAT points from 474 points in 2011-12 to 490 points in 2012-13. There is also anticipated growth in data points in all high school component areas of the school grade formula. ORHS earned a C grade in 2011-12 again but is awaiting the final school grade for 2012-13. During the 2011-12 school year, Oak Ridge earned enough points on the FCAT portion of the school grade formula to earn the first C rating using the FCAT potion as the metric. Student achievement at ORHS grew 78 percentage points on the FCAT portion of the formula and the school earned a C rating. Under her leadership, ORHS is focusing on maximizing student achievement and accelerating the momentum. Dr. Bradshaw had previously served as Turnaround School Director for OCPS. Prior to her position as Turnaround Director, she had served as a high school principal for five years and a high school assistant principal for four years. While a Turnaround School Director in 2010-2011 OCPS recieved a district grade of A. 69 % of 10th grade students passed the Florida Writes test. 45% of 9th grade students scored proficient on FCAT Reading. 37% of 10th grade students scored proficient on FCAT reading. 62% of 9th grade students scored proficient on FCAT Math and 69% of 10th grade students scored proficient on FCAT Math. At Citrus High School, Dr. Bradshaw served as principal and led the school from a low performing high school with a grade of a C to a high performing high school with a school grade of an A. From the 2004-2005 to 2007-2008 school years, she led the school as they increased in FCAT points from 350 points to 541 points in the school grading formula. In 2007 – 2008, CHS earned 541 points and became the first A rated high school in Citrus County. During the 2009-2010 school year, she led Citrus High School to the A rated status using the new high school grading formula. Adequate progress was made for at risk groups. In

2009-2010, 87% of the AYP criteria were met with the white student population not meeting AYP in reading and the White and Economically Disadvantaged not meeting AYP in Math. All other sub populations met AYP. Citrus High School was the first and only A rated high school in Citrus County and currently remains so. Also in 2008-2009 – 90% of AYP criteria were met at CHS and in 2007-2008 85% of AYP criteria were met. In 2009-10 – CHS had 46% of the students proficient in reading, 76% proficient in math, 87% proficient in writing, and 39% proficient in Science. For learning gains 50% made learning gains in reading and 78 % in math with 45% of the lowest quartile making learning gains in reading and 63% in math. The graduation rate was 92%.de formula to earn the first C rating

Michael Martucci		
Asst Principal	Years as Administrator: 9	Years at Current School: 3

Credentials	Masters in Educational Leadership Educational Leadership Certification School Principal Certification
Performance Record	In 2012 – 13 Mr. Martucci was responsible for the math and science as well as magnet programs for Oak Ridge High School. In math, the algebra scores increased 15 points while geometry remained flat for an overall increase of 7 points. The math learning gains increased 5 points to 71% with the math bottom quartile increasing 2 points to 76% - both of these categories were amongst the highest in the district and State. In Biology, we had a 76% pass rate which was amongst the highest in the district. The magnet programs continue to increase at a rapid rate that help support our ~ 40% increase in student population the past two years. It should be pointed out that the JA Academy based on the results provided by RNC (a private educational consulting company in Denver) is significantly outperforming their peers at the local and national level by a significant margin in all measurable (GPA, PSAT, State Testing…) categories. In 2011-12 Mr. Martucci assisted in cleaning up Oak Ridge High School's 2011 data in order for the school to achieve its first passing state grade of 'C' since the inception of FCAT School Grading. He was instrumental in assisting Oak Ridge High School to achieve a 78 point gain in the 2012 FCAT portion of school grading. In addition, the Biology EOC data (though not counting this year) indicated a 26 point gain. In 2009-10 he helped Colonial High School raise its school grade from a 'C' to a 'B' as well as science increasing by 9% (top 5% in learning gains in state). 69% of AYP criteria were met. The white subgroups met AYP in math and reading. In addition, graduation criteria were met as well as writing proficiency

Dalila Hernandez		
Asst Principal	Years as Administrator: 8	Years at Current School: 4

Credentials

Juris Doctorate
Bachelors of Arts – History
Educational Leadership

Performance Record

During the 2010-2011 school year, Dr. Hernandez moved to Oak Ridge High School and worked to increase student achievement. Under her leadership, 76 % of 10th grade students passed the Florida Writes test. During the 2011-2012 school year 80% of 10th grade students passed the Florida Writes test. During the 2012-2013 school year Dr. Hernandez worked with a consultant and an outside scoring company to prepare students for the writing portion of the FCAT due to the changes of State expectations and grading systems. With all of the changes, 54% of Oak Ridge 10th grade students passed. The ORHS school grade trend is as follows: 2009-10 school letter grade D; 2010-11 school letter grade D; 2011-12 school letter grade C; 2012-2013 C under her instructional leadership.

Osvaldo Piedra		
Asst Principal	Years as Administrator: 11	Years at Current School: 1

Credentials	Doctorate in Educational Leadership (Ed.D.) Educational Leadership Certification School Principal Certification
Performance Record	Dr. Piedra is an asset in the areas of RtI/MTSS as well as parent and community relations. Dr. Piedra has over 20 years of experience in education serving as a former elementary, middle, and high school teacher, and both middle and high school assistant principal. As an adjunct professor, Dr. Piedra has taught Education Leadership Masters' degree candidates federal and state regulations. His educational experiences allows him to perceive the continuing curriculum, K-12, to provide a seamless array of educational services designed to increase student literacy and academic performance. As a high school administrator, Dr. Piedra has analyzed academic data leading to the creation of an after school credit recovery program engineered to maximize instructional time leading to increased academic performance for at the at risk student population. Working collaboratively with teachers, students, and parents, Dr. Piedra analyzed trends in student discipline and has implemented school-wide strategies designed to minimize student disciplinary disruptions and increase teacher-student contact time resulting in the attainment of Adequate Yearly Progress. During the 2012-13 school year at Oak Ridge HS, Dr. Piedra assisted in helping the school attain the following: School letter grade C. 54% of 10th grade students passed the Florida Writes test. 33% of 9/10th grade students scored proficient on FCAT Reading. 64% made learning gains and 75% of the lowest 25% made learning gains in reading. 52% of Algebra I & Geometry students scored proficient on EOC exams. 71% made learning gains and 76% of the lowest 25% made learning gains in math. Dr. Piedra has extensive experiences working cooperatively with parents, students, faculty and the Spanish-speaking community. He possesses a genuine commitment to student success and highest student achievement and works collaboratively with the educational community in all areas of school improvement.

Instructional Coaches

# of instructional coaches
12

 # receiving effective rating or higher
12, 100%

Instructional Coach Information:

Samuel Murfee		
Full-time / School-based	Years as Coach: 10	Years at Current School: 1

Areas	Other
Credentials	Bachelor's in English, Masters in English Education, English 7-12, Middle School Endorsed, Elementary Education, ESOL Certified
Performance Record	Served as a district level Instructional Coach during which time the district received grades of B (2005-07) and A (2008-09). Served as Instructional Coach and Learning Resource Specialist at East River HS from 2009-2010, which received a grade of D (82% Writing; 40% Reading; 71% Math; 30% Science). From 2010-2013, served as instructional Coach and Learning Resource Specialist at Jackson MS, which received a grade of C all three years. (2010-11: 77% Writing; 63% Reading; 58% Math; 34% Science. 2011-12: 73% Writing; 46% Reading; 43% Math; 36% Science. 2012-13: 35% Writing; 47% Reading; 39% Math; 35% Science).

Daniel Thompson		
Full-time / School-based	Years as Coach: 3	Years at Current School: 0

Areas	Other
Credentials	Masters in Educational Leadership from UCF Bachelors in English Education 6-12 from UCF
Performance Record	2011-2013 – Inclusion Coach, Apopka High School As Inclusion Coach, Mr. Thompson worked to implement research based strategies and interventions to achieve learning gains for ESE students in inclusionary class settings, resulting in a 3% increase in students with disabilities passing the FCAT Reading test and a 12% increase in students with disabilities passing the Algebra I EOC. Conducted weekly teacher observations using iObservation to improve instructional practices resulting in greater student achievement. Created and implemented school-wide mentoring program for struggling students. Monitored progress of ESE students and kept them on track for graduation. 2012-2013 Grade: Pending Reading High Standards – 52% Writing High Standards – 58% Reading Learning Gains – 62% Lowest 25% Reading Gains – 62% Algebra 1 EOC level 3 and above – 53% 2011-2012 Grade: C Reading High Standards – 48% Writing High Standards – 89% Reading Learning Gains – 56% Lowest 25% Reading Gains – 53% Algebra 1 EOC level 3 and above – 27% 2005-2011 – Language Arts Teacher, Liberty Middle School Successfully served as department chair, team leader, RtI team member, Literacy team member, and mentor while teaching at Liberty Middle School. 2010-2011 Grade: C 2009-2010 Grade: A 2008-2009 Grade: C 2007-2008 Grade: A 2006-2007 Grade: C 2005-2006 Grade: C

Matthew Colman		
Full-time / School-based	Years as Coach: 1	Years at Current School: 5

Areas	Other
Credentials	Bachelor's in Health Education, Master's in Educational Leadership
Performance Record	Math Coach/Math Teacher at Oak Ridge High School for two years. During the 2012-2013 school year, 71% of students achieved learning gains in math and of the lowest 25%, 76% achieved learning gains in math. The prior two years, served as a math teacher at Oak Ridge High School in which 63.5% of lowest 25% of students showed learning gains in math.

Gayle Mooring		
Full-time / School-based	Years as Coach: 3	Years at Current School: 2

Areas	Reading/Literacy, Other
Credentials	B.S. Elementary Education, Certified: English 5-9, 6-12
Performance Record	Ms. Mooring focused on reading in the content areas with special attention to social studies classes. Oak Ridge data for the 2012-1013 school year shows that 33% of 9th and 10th graders are at level 3 or above, 64% made learning gains, and 75% of our lowest 25% made learning gains. Prior to coming to Oak Ridge, Ms. Mooring served as District Content Reading Coach for 7 years and now provides service through school based training opportunities in focused content areas. Served in multiple capacities at the District within the Professional Development department under Instructional Development. Duties ranged from providing content area reading development and coaching to pedagogy of Classroom Instruction that Works, Induction (Great Beginnings) and more.

Rebecca Ray		
Full-time / School-based	Years as Coach: 3	Years at Current School: 2

Areas	Science
Credentials	Bachelor's in Earth Science Certification 9-12: Speech, Earth Space Science, Chemistry
Performance Record	During the 2012-1013 school year, 90% of Ms. Ray's biology students passed the EOC with a level 3 or above. During the 2011-2012 school year 60% of the students showed learning gains on the FCAT reading exam. Helped Jones High School go from a D in 2009 to a B in 2010 and a C in 2011.

Jerome Naso		
Full-time / School-based	Years as Coach: 4	Years at Current School: 2

Areas	Other
Credentials	B. S. Marketing and Business Administration; Certified: Mathematics 5-9 and Mathematics 6-12
Performance Record	Math Coach at Oak Ridge HS for 2012-2013 school year where 71% of students achieved learning gains in math. Of the lowest 25% in math, 76% demonstrated learning gains, which was highest among district high schools. Served two years as District Math Coach, which was rated A & B respectively. Served 5 years at Evans High School in which 60.7% of the bottom 25% showed learning gains in math and reading. 78.9% of students achieved learning gains in math in most recent year.

Melissa Hancock		
Full-time / School-based	Years as Coach: 0	Years at Current School: 3

Areas	Reading/Literacy
Credentials	Bachelors in Exceptional Student Education, Pursuing a Masters in Educational Leadership
Performance Record	Ms. Hancock helped increase reading scores at ORHS dramatically in 2012-2013. 79% of her students made learning gains in her 9/10 grade reading classes. She is the leader of our Literacy Team and has been instrumental in creating a school-wide literacy plan. Ms. Hancock was nominated for Reading Leader of the Year.

Deborah McGinley		
Full-time / School-based	Years as Coach: 2	Years at Current School: 0

Areas	Mathematics
Credentials	Music Education B.S. Certified in K-12 music and 6-12 mathematics
Performance Record	During the 2011-2012 and 2012-2013 school years Ms. McGinley supported ORHS as a district support coach to increase math learning gains to 76%. She also supported Orange County District to raise Algebra I EOC pass rates to 55%. During 2010-2011, while in the classroom, Ms. McGinley had 100% learning gains and 97% Math FCAT pass rate.

Michael Carbenia

Part-time / School-based	Years as Coach: 0	Years at Current School: 2

Areas	RtI/MTSS
Credentials	Bachelor's in Business Administration Master's in Psychology Reading Endorsement Certified in Microsoft Office 2010 (Word, PowerPoint, Outlook) and Certified Instructor for CIW
Performance Record	As Department Chair, Mr. Carbenia increased student Performance in industry certifications by 100% (30 % to 60% of student body) and increased participation by 5% (60% to 65%). Generating over $200,000 dollars in Federal Perkins grant for Oak Ridge CTE programs.

Tia Miceli

Part-time / School-based	Years as Coach: 0	Years at Current School: 3

Areas	Other
Credentials	UNIVERSITY OF CENTRAL FLORIDA Bachelor of Arts, English Literature FLORIDA EDUCATOR CERTIFICATION English (Grades 6-12)
Performance Record	2012-2013: 80% pass rate overall on FCAT Writing 2012-2013: >90% pass rate for honors students on FCAT Writing 2011-2012: >70% pass rate overall on FCAT Writing 2012-2013: 80% learning gains on FCAT

Mark Noel

Full-time / School-based	Years as Coach: 0	Years at Current School: 2

Areas	Other
Credentials	Bachelor's in Business Finance, Master's in Theory and Practice in Teaching, Certified in Special Education K-12, Reading Endorsed
Performance Record	During the 2011-2012 school year Mr. Noel assisted Oak Ridge HS in maintaining the grade of "C". 56% of his students showed learning gains. In the 2012-2013 school year, 76% of his exceptional eduacation students showed gains in reading.

Laurene Householder		
Full-time / School-based	Years as Coach: 11	Years at Current School: 3

Areas	Other
Credentials	Bachelor's of Fine Arts English Grades 5-9
Performance Record	Ms.Householder has worked in the district since 1996. She has made a career of working at low-performing schools to assist in professional development, teaching and coaching to create a school climate conducive to growth and making gains. In 2010-2011 she was at East River HS as a learning specialist and was instrumental in helping the school achieve 71% of the 9/10 grade students scoring proficient on FCAT reading. She came to Oak Ridge in 2011-2012 and her 9th grade students showed learning gains of 52% and in 2012-2013 her students showed learning gains of 54%. Ms. Householder worked closely with the State and was our 9th grade model classroom teacher for the 2011-2012 and 2012-2013 school years.

Classroom Teachers

# of classroom teachers
132

 # receiving effective rating or higher
126, 95%

 # Highly Qualified Teachers
100%

 # certified in-field
124, 94%

 # ESOL endorsed
45, 34%

 # reading endorsed
25, 19%

 # with advanced degrees
63, 48%

 # National Board Certified
5, 4%

 # first-year teachers
9, 7%

 # with 1-5 years of experience
37, 28%

 # with 6-14 years of experience

53, 40%

 # with 15 or more years of experience

33, 25%

Education Paraprofessionals

# of paraprofessionals

6

 # Highly Qualified

6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

ORHS has a full time instructional coach, Samuel Murfee, who works daily with new teachers. He provides individual and group coaching, professional development, and holds monthly PLC meetings. He has an experienced teacher (mentor) paired 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The area of focus is to progress monitor all 9th through 12th grade students through our Academic Deans and to target those students that 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Dr. Leigh Ann Bradshaw - Monitor
Dr. Osvaldo Piedra - Monitor
Travis Gabriel - Discipline
Alex Jackson - Discipline
Erlande LaGuerre - Discipline
Emory Norris - Academic Dean
Jerome Naso - Academic Dean
Daniel Thompson - Academic Dean
Nasundra Brown-Harris - Counselor
Zaida Lopez- Attendance
Hilda Tolentino - SAFE
Kenny Coutain - Behavior Specialist
Michael Carbenia - RTI/MTSS Coordinator
Thomas Lawson - City Year Representative
Lisa Perez - School Psychologist
Denise Myers - Social Worker
Corlis Marayne - Intervention Specialist
Matthew Colman - Academic Dean

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

During the bi-monthly RTI/MTSS meeting, the team will review the action plan and RTI/MTSS procedures and goals. A time has been allotted to RTI/MTSS during each staff development to present data to the faculty. Teachers will be trained on strategies and interventions that need to be implemented. The RTI/MTSS team will work with the school administration team and coaches to help implement and monitor chosen strategies to ensure fidelity and effectiveness. Data will be continuously updated and displayed in the school data room where all meetings and training for staff will be held throughout the year.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR), EOC Benchmarks
Progress Monitoring: Orange County Public Schools District Benchmark Assessments, Classroom Assessments, Attendance and Discipline data
Midyear: FAIR, OCPS District Benchmark Assessments, Classroom Assessments, Attendance and Discipline Data
End of Year: FAIR, CELLA, EOC, OCPS District Benchmark Assessments, FCAT, Attendance and Discipline Data
A comprehensive display of individual student data is posted in the school data room. This data is available for view and interacted with during weekly training's, planning sessions, and PLC meetings.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The RTI/MTSS administrator and coordinator will provide a staff wide training in the first semester of the school year. Online options will be provided as needed. Professional development needs will be revised and adjusted as needed. Parents will be provided with an overview at SAC/PTO meetings, and during Open House. Contact information will be distributed for further assistance or concerns.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 9,960

To provide an after school program on Monday, Tuesday and Thursdays from 2:30-4:30 with a focus on level 1 and 2 students. Our focus is to target students that are performing below proficiency in reading, math, science and writing. Our curriculum will consist of reading, math and writing standards, Achieve 3000, Penda and Sylvan programs.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected and analyzed by performance matters benchmark survey comparisons, mini benchmark assessments, and program assessments such as Penda, Achieve 3000, and Sylvan. Reports of student performance will be available and data will be analyzed to drive differentiated instruction for targeted students.

Who is responsible for monitoring implementation of this strategy?

Our CRT, Laurene Householder, will coordinate the tutoring services. We will have subject specific coaches that will assist the CRT in collecting lesson plans, pulling data and holding bi-monthly meetings with the tutors to disaggregate the data and plan targeted instruction.

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 Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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, Barrons, Penda, and Sylvan.

Who is responsible for monitoring implementation of this strategy?

Our CRT, Laurene Householder, will coordinate the tutoring services. We will have subject specific coaches and academic deans that will assist the CRT in collecting lesson plans, pulling data and holding bi-monthly meetings with the tutors to disaggregate the data and plan targeted instruction.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Leigh Ann Bradshaw	Principal
Michael Carbenia	CTE Teacher/Leader
Jessica Donnelly	AVID Coordinator
Watson Dunham	Teacher
Michael Faber	Teacher
Timothy Flynn	Teacher
Ulunda Frazier	Teacher
Melissa Hancock	Teacher/Reading Coach
Laurene Householder	CRT
Daphne Lewis	Teacher
Deborah McGinley	Math Coach
Gayle Mooring	Disciplinary Literacy Coach
Samuel Murfee	Instructional Coach
Jerome Naso	Academic Dean
Tia Miceli Pawlowski	Teacher/Writing Coach
Diane Rasmussen	Media Specialist
Rebecca Ray	Science Coach
Jennifer Rodriguez	Teacher
Rose Taylor	Consultant

How the school-based LLT functions

The ORHS Literacy System has been developed collaboratively by the Literacy Leadership Team (LLT). It provides a framework to guide faculty professional learning, instructional planning, and instructional decision-making. By increasing research-based pedagogical consistency across courses, it is anticipated that student achievement will improve.
The role of the ORHS LLT is to:
1. develop and support the Oak Ridge High School literacy system,
2. convey literacy initiatives and provide professional learning resulting in reduction of variability in pedagogy and literacy strategies,
3. provide new ideas that are research-based with a focus on literacy,
4. support teachers and students in implementing literacy initiatives and literacy strategies with fidelity,
5. act as a liaison between teachers and administrators,
6. be literacy and pedagogical models for colleagues,
7. and develop model classrooms to support colleagues.
In addition to implementing the non-negotiable expectations for instruction, everyone has additional roles specific to his or her job assignment.
Administrators
1. Be a literacy leader.
2. Make literacy the focus and overarching effort at Oak Ridge High School.
3. Assure implementation with fidelity of the ORHS Literacy System.
4. Actively explore and investigate current research-based strategies for implementation school-wide.

5. Promote an environment of literacy learning in the form of data analysis and professional learning for the faculty and staff.

Curriculum Resource Teachers & Academic Coaches
1. Support teachers and students in implementing research-based literacy strategies.
2. Provide feedback to teachers on the implementation of literacy strategies and pedagogy.
3. Provide resources and assist with implementation fidelity.
4. Implement the coaching cycle.
5. Communicate the literacy system through multiple means: professional learning, publications, discussions, authentic conversations, etc.
6. Collaborate with teachers to support instructional planning, effective instruction, and development of a comfort level with literacy infused pedagogy and strategies.

Language Arts Teachers
1. Enhance the development of comprehension by teaching students to effectively read for particular purposes.
2. Enhance writing which results in improved reading and literacy as defined by ORHS LLT.
3. Support the inclusion of writing across all content/disciplines. (See Appendix B.)

Mathematics Teachers
1. Assure acquisition of content specific terms and relationship of those terms to practical language.
2. Communicate clearly and precisely in mathematical terms.
3. Strategize for students to analyze and make sense of situations so they can properly approach solutions.

Media Specialist
1. Provide resources (print and non-print) to teachers and students to fulfill literacy system needs.
2. Provide lesson plans and research on specific content areas, standards, and benchmarks.
3. Provide professional learning to teachers in how to use appropriate resources in their content areas.
4. Evaluate resources and purchase those which appear to address students' needs.
5. Inspire students to read.

Reading Teachers
1. Be role models of literacy learning instruction.
2. Support all levels of student readers.
3. Promote student growth in reading.

Science Teachers
1. Assure students communicate using academic language with evidence.
2. Have students experiment and reason, followed by related communication.
3. Encompass written, numerical, and digital literacy to demonstrate comprehension.
4. Explain orally and in writing science methodology, observations, and theories.

Social Studies Teachers
1. Read, write, think, and communicate understanding of historical content across texts to draw conclusions, evaluate, and synthesize information (DBQ's, FRQ's).
2. Read, interpret, analyze, infer, draw conclusions, and evaluate with non-linguistic representations such as maps, charts, and graphs.

Elective Teachers
1. Incorporate language arts standards and benchmarks as appropriate.
2. Implement literacy strategies to support students achieving college and career readiness.

Major initiatives of the LLT

The non-negotiable expectations for instructional practice support literacy development and were identified as reasonable for teachers in all disciplines.
1. Implement the ORHS definition of literacy.
2. Consistently teach, model, and practice student owned literacy strategies with evidence to foster independent success: predication, clarification, visualization, asking questions, making connections, summarization/synthesis, and evaluation.

3. Implement ORHS Instructional Release Model appropriate to the discipline.
4. Improve comprehension by increasing the level of thinking to be above low cognitive complexity.
5. Implement research-based vocabulary instruction.
6. Support improvement in writing through application of the ORHS Writing Rubric.
7. Engage students in learning with digital resources.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Actions to improve student learning outcomes. These actions are organized in categories of curriculum, instruction, resources/technology, and professional learning and have been shared with the administration.
Curriculum
1. Evaluate resources and provide those aligned with the ORHS students' needs and philosophy of literacy.
2. Research to identify more rigorous/appropriate reading intervention resources than those used in 2012-2013.
3. Provide data-informed professional learning.
4. Share data and become knowledgeable of resources.
Instruction
1. Provide reading team collaborative planning time.
2. Refine PLCs to have deeper understanding of process and practice to result in improved student learning outcomes.
3. Continue to develop and implement professional learning in disciplinary/content literacy, use of scales/ assessments, and fidelity to the Sylvan program.
4. Refine student tutoring processes and preparation of the tutors.
5. Increase effective incorporation of reading and writing throughout all courses, along with implementation of student owned literacy strategies and non-negotiables.
Resource/Technology
1. Provide professional learning for effective implementation via multiple delivery modes for Achieve 3000, Sylvan, READ 180, SpringBoard and Edmodo.
Professional Learning
1. Provide time to plan collaboratively for instruction.
2. Strategize to provide lesson study experiences in various content areas.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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 such as continual learning which emphasizes life learning and the use of digital tools for everyday life also 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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Oak Ridge High School incorporates student's academic and career planning by having the opportunity to attend technical schools and explore careers by taking classes with the emphasis in business. Advanced Placement (AP) classes are also offered and students can take part in dual enrollment which provides them a chance to actually be on the campus to receive college credit. Advancement Via Individual Determination (AVID) is another program where college bound students are provided extra academic support and college readiness skills to embark upon whatever career they decide to pursue. Our magnet programs focus on incorporating a student's academic interests and with professional mentors. Frequent 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 will be open for students throughout the day and after school until 3:00 pm. The center will be open on identified evenings to provide further support to our students and families. Students will be able to plan, prepare and pay for college with accessible resources in the Center as well as perform career explorations. Assistance is available to help with the job and college application process, online college searches for Best Fit Colleges, and assistance with completing financial aid paperwork as well as gathering the required documents. Our College Bound representative, Leslie Blount will be available during both A and B lunches to assist students with amazing scholarship opportunities and college readiness support.

Strategies for improving student readiness for the public postsecondary level

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 good study skills, setting attainable goals, note-taking skills, and good work skills, such as assignment completion, note reviews, organizational skills, motivation, and commitment. Implementing initiatives like hiring Academic Deans and an Intervention Specialist, who along with Guidance Counselors, monitors our student's 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	33%	No	44%
American Indian				
Asian	53%	65%	Yes	58%
Black/African American	33%	28%	No	39%
Hispanic	41%	32%	No	47%
White	52%	50%	No	57%
English language learners	25%	9%	No	33%
Students with disabilities	28%	16%	No	36%
Economically disadvantaged	36%	32%	No	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	209	20%	27%
Students scoring at or above Achievement Level 4	121	11%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	577	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	181	75%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	113	42%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	36	13%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	31	11%	20%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	30	19%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	214	45%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		50%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	37%	52%	Yes	43%
American Indian				
Asian	82%	92%	Yes	83%
Black/African American	32%	48%	Yes	39%
Hispanic	42%	49%	Yes	48%
White	47%	71%	Yes	52%
English language learners	35%	30%	No	42%
Students with disabilities	32%	36%	Yes	39%
Economically disadvantaged	36%	51%	Yes	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	553	71%	73%
Students in lowest 25% making learning gains (EOC)	162	76%	78%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	18	11%	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	229	42%	55%
Students scoring at or above Achievement Level 4	65	12%	20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	23%	55%
Students scoring at or above Achievement Level 4	61	15%	20%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		75%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	59%	70%
Students scoring at or above Achievement Level 4	25	30%	40%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		25
Participation in STEM-related experiences provided for students	180	75%	90%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	58	3%	10%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		62%	75%
Students taking one or more advanced placement exams for STEM-related courses	29	50%	60%
CTE-STEM program concentrators	58		100
Students taking CTE-STEM industry certification exams	36	62%	75%
Passing rate (%) for students who take CTE-STEM industry certification exams		67%	77%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	529	30%	45%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	45	3%	10%
Completion rate (%) for CTE students enrolled in *accelerated* courses		50%	60%
Students taking CTE industry certification exams	442	58%	68%
Passing rate (%) for students who take CTE industry certification exams		67%	77%
CTE program concentrators	442	25%	35%
CTE teachers holding appropriate industry certifications	6	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	356	20%	16%
Students in ninth grade with one or more absences within the first 20 days	100	5%	4%
Students in ninth grade who fail two or more courses in any subject	49	7%	3%
Students with grade point average less than 2.0	126	18%	14%
Students who fail to progress on-time to tenth grade	19	4%	3%
Students who receive two or more behavior referrals	46	10%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	56	11%	6%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	81	25%	20%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	324	75%	83%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	188	58%	70%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		76%	85%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Oak Ridge High School has met the Title I requirements. Parent Involvement Plan has been developed and resides with the Title I office and a copy at the school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Oak Ridge will increase the percentage of students scoring at level 3 or higher on the Algebra I and Geometry EOC's and maintain and improve academic/achievement focus and consistency through students being placed in a rigorous science course.

G2. Increase the number of students passing the Industrial Certification test for CTE in Business and Design and Increase the number of students enrolled in Principles of Engineering Course, PLTW, and Advanced Science, Math and Technology based courses.

G3. Maintain and improve academic achievement focus and consistency in Reading and Writing through the use of Florida's Continuous Improvement Model and the Oak Ridge Literacy Reading and Writing plan.

Goals Detail

G1. Oak Ridge will increase the percentage of students scoring at level 3 or higher on the Algebra I and Geometry EOC's and maintain and improve academic/achievement focus and consistency through students being placed in a rigorous science course.

Targets Supported

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Utilization of a pacing calendar to ensure that rigorous instruction occurs with enough time to increase enrichment.
- Train the staff in literacy strategies and to differentiate instruction to meet the needs of all learners.
- Leverage intensive geometry and all science classes so vocabulary will be enforced.

Targeted Barriers to Achieving the Goal

- The implementation of a pacing guide needs to be with fidelity.

Plan to Monitor Progress Toward the Goal

Classroom walk-throughs, lesson plans

Person or Persons Responsible
Evaluating Administrator, Math Coaches

Target Dates or Schedule:
Weekly

Evidence of Completion:
Data Review

G2. Increase the number of students passing the Industrial Certification test for CTE in Business and Design and Increase the number of students enrolled in Principles of Engineering Course, PLTW, and Advanced Science, Math and Technology based courses.

Targets Supported
- STEM
- STEM - All Levels
- STEM - High School
- CTE

Resources Available to Support the Goal
- Provide students with opportunities to see hands-on applied learning curriculum and educate them on the course description.
- Teacher will educate and motivate students on the importance of taking and passing industry certification exams and student achievement will improve when teachers utilize Student performance Standards to develop Rubric's.

Targeted Barriers to Achieving the Goal
- Students show little knowledge of what is expected of them and do not understand the importance of taking and passing an industry certification exam.

Plan to Monitor Progress Toward the Goal

Lesson plan review, PLC documentations, Industry certification and STEM course practice tests, classroom walkthroughs

Person or Persons Responsible
Administrative Team, CTE / STEM Curriculum Leader

Target Dates or Schedule:
Weekly

Evidence of Completion:
Industry certification results, student achievement awards, STEM course test results

G3. Maintain and improve academic achievement focus and consistency in Reading and Writing through the use of Florida's Continuous Improvement Model and the Oak Ridge Literacy Reading and Writing plan.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- During strategic planning meetings, lesson study cycles, and collaborative PLCs, teachers will develop cognitively complex tasks and questions associated with the benchmark being taught.

- Multiple sources of data will be used to place the students in the appropriate intensive reading classes.

- Teachers will have access to the process of deconstructing the standards and selecting teaching materials/text that reflect the level of rigor presented on FCAT Writes 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 FCAT 2.0 during pre-planning. FCIM Focus calendars will be developed prior to school starting and reviewed again in September in order to be set for the school year.

- Students have access to the Junior Achievement Magnet Program, redesigned current magnet programs and added additional Advanced Placement (AP) classes.

- For students taking the FAA they will practice test taking strategies and the test will be broken into short increments in which they can rest and refocus.

- All content areas will stress the importance of reading and writing as a priority and will attend professional development for reading and writing and implement best practices including discussing student achievement data and intervention strategies.

Targeted Barriers to Achieving the Goal

- High ELL Population

- Students must be identified appropriately and exposed to the grade level materials along with independent learning levels and high cognitive complexity tasks that would adequately prepare students for the FCAT 2.0 and FCAT Writes and increase their student achievement.

- Teachers need to buy in to the understanding of the need to teach literacy and writing strategies within their content.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Administrative Team, Coaches, CCT, Placement Specialist

Target Dates or Schedule:
Weekly

Evidence of Completion:
Cella, Practice FAA, Mini Assessments, District Benchmark Surveys, FAIR, writing simulations

Action Plan for Improvement

Problem Solving Key

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

G1. Oak Ridge will increase the percentage of students scoring at level 3 or higher on the Algebra I and Geometry EOC's and maintain and improve academic/achievement focus and consistency through students being placed in a rigorous science course.

G1.B1 The implementation of a pacing guide needs to be with fidelity.

G1.B1.S2 Utilization of a pacing calendar to ensure that rigorous instruction occurs with enough time to increase enrichment.

Action Step 1

Teacher's will be trained so that there is understanding and implementation of differentiated instruction based on academic needs and motivating factors.

Person or Persons Responsible

Math Coach, Science Coach and Academic Deans

Target Dates or Schedule

Weekly at PLC meetings

Evidence of Completion

Course performance data, grade point average data, graduation rate, student surveys, RtI intervention data, classroom walk-throughs

Facilitator:

Deborah McGinley, Rebecca Ray and Jerome Naso

Participants:

All Algebra, Geometry and Science teachers.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Classroom walk-throughs, lesson plans, PLC's

Person or Persons Responsible

Evaluating Administrator, Math Coach, Science coach, Academic Deans

Target Dates or Schedule

Weekly

Evidence of Completion

Course performance data, grade point average data.

Plan to Monitor Effectiveness of G1.B1.S2

Lesson Plans

Person or Persons Responsible

Evaluating Administrator, Math Coach, Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Course data, assessment data

G2. Increase the number of students passing the Industrial Certification test for CTE in Business and Design and Increase the number of students enrolled in Principles of Engineering Course, PLTW, and Advanced Science, Math and Technology based courses.

G2.B1 Students show little knowledge of what is expected of them and do not understand the importance of taking and passing an industry certification exam.

G2.B1.S1 Teacher will implement a testing prep course to ensure student success on industry certification and STEM course exams and students will be recognized for their achievement on these exams.

Action Step 1

PLC meetings to plan lessons and choose practice tests that will be beneficial to student success.

Person or Persons Responsible

Evaluating Administrator, Teachers, CTE/ STEM Curriculum Leader

Target Dates or Schedule

Weekly

Evidence of Completion

Practice test data.

Facilitator:

CTE / STEM Curriculum Leader

Participants:

CTE / STEM teachers

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

Lesson plans, classroom walk-throughs,

Person or Persons Responsible

Evaluating Administrator, CTE / STEM Curriculum Leader

Target Dates or Schedule

Weekly

Evidence of Completion

Passing scores on practice tests and student awards of achievement.

Plan to Monitor Effectiveness of G2.B1.S1

Classroom walk-throughs, PLC documentation, data tracking.

Person or Persons Responsible

Administrative Team, CTE / STEM Curriculum Leader

Target Dates or Schedule

Weekly

Evidence of Completion

Industry certification and STEM exam results.

G3. Maintain and improve academic achievement focus and consistency in Reading and Writing through the use of Florida's Continuous Improvement Model and the Oak Ridge Literacy Reading and Writing plan.

G3.B1 High ELL Population

G3.B1.S1 ESOL students will be scheduled in classes such as an ESOL newcomer class that is intended for students new in the country using a reading intervention program, ESOL reading course using a reading intervention program, and an ESOL language arts class that is taught by an ESOL certified teacher.

Action Step 1

The students will be scheduled into the appropriate intervention class with the specific intervention program (Read 180, Sylvan, Rosetta Stone, Reading Standards)

Person or Persons Responsible

Dr. Hernandez (AP), Marie Brun (CCT), ESOL PLC, Reading Teachers, Guidance

Target Dates or Schedule

August 2013

Evidence of Completion

Students scheduled appropriately and working in intervention resources. Student achievement data is collected bimonthly and data chats are held at least quarterly. Additional interventions such as after school and Saturday sessions will be prescribed as needed.

Facilitator:

Scholastic Read 180 and District Personnel

Participants:

Marie Brun Michael Faber

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom walkthroughs by school based administrators and district staff, PLC meetings, Lesson Plans, Student Achievement Data

Person or Persons Responsible

Dr. Hernandez, District Resource Staff, School Based Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Student achievement data, data chats, observations

Plan to Monitor Effectiveness of G3.B1.S1

An increase in student achievement data, learning gains, and student fluency.

Person or Persons Responsible

Dr. Hernandez, Teachers, ESOL PLC

Target Dates or Schedule

Quarterly

Evidence of Completion

Student achievement data

G3.B1.S2 During strategic planning meetings, teachers will develop cognitively complex tasks and questions associated with the benchmark being taught.

Action Step 1

Teachers will have access to the process of deconstructing the standards and selecting teaching materials/text that reflect the level of rigor presented on FCAT 2.0.

Person or Persons Responsible

Administrator, ELL Teachers, Reading Coach

Target Dates or Schedule

PLC Meetings, Collaborative Planning

Evidence of Completion

Lesson plans, formative assessment, learning scale, mini assessments

Facilitator:

Evaluating Administrator, Reading coach

Participants:

ELL teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Attendance at PLC's and Collaborative Planning

Person or Persons Responsible

Administrator

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Logs, Meeting Agendas, Meeting Minutes, Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S2

Classroom Walk-Throughs, Student Interviews

Person or Persons Responsible

Evaluating Administrator

Target Dates or Schedule

Weekly or more often if needed on an individual basis.

Evidence of Completion

Student Engagement, Data

G3.B2 Students must be identified appropriately and exposed to the grade level materials along with independent learning levels and high cognitive complexity tasks that would adequately prepare students for the FCAT 2.0 and FCAT Writes and increase their student achievement.

G3.B2.S1 Teachers will participate in deconstructing of the reading and writing benchmarks, lesson development using rigorous materials, and lesson study cycles.

Action Step 1

Teachers will deconstruct reading and writing standards.

Person or Persons Responsible

Principal, Reading Coach, Writing Coach, District Personnel

Target Dates or Schedule

Fall of 2013

Evidence of Completion

Lesson Plans with rigorous materials noted, Lesson Study

Facilitator:

District Personnel, Instructional Coach, Reading Coach

Participants:

All content area teachers.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Weekly PLC meetings, collaborative planning

Person or Persons Responsible

Administration, Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark surveys, mini assessments, quarterly writing simulations.

Plan to Monitor Effectiveness of G3.B2.S1

Lesson plans, classroom walk-throughs

Person or Persons Responsible

Administration, coaches, District personnel

Target Dates or Schedule

Weekly

Evidence of Completion

Data from reading assessments and writing simulations.

G3.B6 Teachers need to buy in to the understanding of the need to teach literacy and writing strategies within their content.

G3.B6.S1 Literacy Plan was developed over the summer.

Action Step 1

Literacy Plan

Person or Persons Responsible

All Content Area Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Learning gains on reading assessments.

Facilitator:

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

Participants:

All faculty

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Classroom Walk-Throughs and Coaching

Person or Persons Responsible

Evaluating Administrator, Literacy Content Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Student Interviews

Plan to Monitor Effectiveness of G3.B6.S1

Classroom walk-throughs, informal and formal observations

Person or Persons Responsible

Administrative Team, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Learning gains on benchmark reading surveys and reading mini assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 II
The District receives supplemental funding for improving educational programs. Oak Ridge High School uses such funding for Lesson Study professional development workshops for teachers. Funds are also used to pay for substitutes when teachers attend research approved programs and initiatives.
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 member s 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 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 nutritional meal. Food choices are selected following the "Fresh to School" program which offers 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 Night School, 21st CCLC, Adult ESOL classes, Drop Back In, and Back on Track
Career and Technical Education
Developing and preparing students for 21st Century employment is achieved 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
Project Lead the Way
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 young ladies who are looking for employment opportunities and assistance in child care.
ORHS 21st CCLC 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Oak Ridge will increase the percentage of students scoring at level 3 or higher on the Algebra I and Geometry EOC's and maintain and improve academic/achievement focus and consistency through students being placed in a rigorous science course.

G1.B1 The implementation of a pacing guide needs to be with fidelity.

G1.B1.S2 Utilization of a pacing calendar to ensure that rigorous instruction occurs with enough time to increase enrichment.

PD Opportunity 1

Teacher's will be trained so that there is understanding and implementation of differentiated instruction based on academic needs and motivating factors.

Facilitator

Deborah McGinley, Rebecca Ray and Jerome Naso

Participants

All Algebra, Geometry and Science teachers.

Target Dates or Schedule

Weekly at PLC meetings

Evidence of Completion

Course performance data, grade point average data, graduation rate, student surveys, RtI intervention data, classroom walk-throughs

G2. Increase the number of students passing the Industrial Certification test for CTE in Business and Design and Increase the number of students enrolled in Principles of Engineering Course, PLTW, and Advanced Science, Math and Technology based courses.

G2.B1 Students show little knowledge of what is expected of them and do not understand the importance of taking and passing an industry certification exam.

G2.B1.S1 Teacher will implement a testing prep course to ensure student success on industry certification and STEM course exams and students will be recognized for their achievement on these exams.

PD Opportunity 1

PLC meetings to plan lessons and choose practice tests that will be beneficial to student success.

Facilitator

CTE / STEM Curriculum Leader

Participants

CTE / STEM teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Practice test data.

G3. Maintain and improve academic achievement focus and consistency in Reading and Writing through the use of Florida's Continuous Improvement Model and the Oak Ridge Literacy Reading and Writing plan.

G3.B1 High ELL Population

G3.B1.S1 ESOL students will be scheduled in classes such as an ESOL newcomer class that is intended for students new in the country using a reading intervention program, ESOL reading course using a reading intervention program, and an ESOL language arts class that is taught by an ESOL certified teacher.

PD Opportunity 1

The students will be scheduled into the appropriate intervention class with the specific intervention program (Read 180, Sylvan, Rosetta Stone, Reading Standards)

Facilitator

Scholastic Read 180 and District Personnel

Participants

Marie Brun Michael Faber

Target Dates or Schedule

August 2013

Evidence of Completion

Students scheduled appropriately and working in intervention resources. Student achievement data is collected bimonthly and data chats are held at least quarterly. Additional interventions such as after school and Saturday sessions will be prescribed as needed.

G3.B1.S2 During strategic planning meetings, teachers will develop cognitively complex tasks and questions associated with the benchmark being taught.

PD Opportunity 1

Teachers will have access to the process of deconstructing the standards and selecting teaching materials/text that reflect the level of rigor presented on FCAT 2.0.

Facilitator

Evaluating Administrator, Reading coach

Participants

ELL teachers

Target Dates or Schedule

PLC Meetings, Collaborative Planning

Evidence of Completion

Lesson plans, formative assessment, learning scale, mini assessments

G3.B2 Students must be identified appropriately and exposed to the grade level materials along with independent learning levels and high cognitive complexity tasks that would adequately prepare students for the FCAT 2.0 and FCAT Writes and increase their student achievement.

G3.B2.S1 Teachers will participate in deconstructing of the reading and writing benchmarks, lesson development using rigorous materials, and lesson study cycles.

PD Opportunity 1

Teachers will deconstruct reading and writing standards.

Facilitator

District Personnel, Instructional Coach, Reading Coach

Participants

All content area teachers.

Target Dates or Schedule

Fall of 2013

Evidence of Completion

Lesson Plans with rigorous materials noted, Lesson Study

G3.B6 Teachers need to buy in to the understanding of the need to teach literacy and writing strategies within their content.

G3.B6.S1 Literacy Plan was developed over the summer.

PD Opportunity 1

Literacy Plan

Facilitator

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

Participants

All faculty

Target Dates or Schedule

Daily

Evidence of Completion

Learning gains on reading assessments.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Oak Ridge will increase the percentage of students scoring at level 3 or higher on the Algebra I and Geometry EOC's and maintain and improve academic/achievement focus and consistency through students being placed in a rigorous science course.	$5,000
G2.	Increase the number of students passing the Industrial Certification test for CTE in Business and Design and Increase the number of students enrolled in Principles of Engineering Course, PLTW, and Advanced Science, Math and Technology based courses.	$50,000
G3.	Maintain and improve academic achievement focus and consistency in Reading and Writing through the use of Florida's Continuous Improvement Model and the Oak Ridge Literacy Reading and Writing plan.	$15,000
	Total	$70,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Total
Title I	$20,000	$50,000	$70,000
Total	$20,000	$50,000	$70,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Oak Ridge will increase the percentage of students scoring at level 3 or higher on the Algebra I and Geometry EOC's and maintain and improve academic/achievement focus and consistency through students being placed in a rigorous science course.

G1.B1 The implementation of a pacing guide needs to be with fidelity.

G1.B1.S2 Utilization of a pacing calendar to ensure that rigorous instruction occurs with enough time to increase enrichment.

Action Step 1

Teacher's will be trained so that there is understanding and implementation of differentiated instruction based on academic needs and motivating factors.

Resource Type

Professional Development

Resource

Lesson study and collaborative Plannning

Funding Source

Title I

Amount Needed

$5,000

G2. Increase the number of students passing the Industrial Certification test for CTE in Business and Design and Increase the number of students enrolled in Principles of Engineering Course, PLTW, and Advanced Science, Math and Technology based courses.

G2.B1 Students show little knowledge of what is expected of them and do not understand the importance of taking and passing an industry certification exam.

G2.B1.S1 Teacher will implement a testing prep course to ensure student success on industry certification and STEM course exams and students will be recognized for their achievement on these exams.

Action Step 1

PLC meetings to plan lessons and choose practice tests that will be beneficial to student success.

Resource Type

Other

Resource

Industry Certification Training and Testing. Collaborative Planning

Funding Source

Title I

Amount Needed

$50,000

G3. Maintain and improve academic achievement focus and consistency in Reading and Writing through the use of Florida's Continuous Improvement Model and the Oak Ridge Literacy Reading and Writing plan.

G3.B2 Students must be identified appropriately and exposed to the grade level materials along with independent learning levels and high cognitive complexity tasks that would adequately prepare students for the FCAT 2.0 and FCAT Writes and increase their student achievement.

G3.B2.S1 Teachers will participate in deconstructing of the reading and writing benchmarks, lesson development using rigorous materials, and lesson study cycles.

Action Step 1

Teachers will deconstruct reading and writing standards.

Resource Type

Professional Development

Resource

Lesson Study and Collaborative Planning

Funding Source

Title I

Amount Needed

$10,000

G3.B6 Teachers need to buy in to the understanding of the need to teach literacy and writing strategies within their content.

G3.B6.S1 Literacy Plan was developed over the summer.

Action Step 1

Literacy Plan

Resource Type

Professional Development

Resource

Literacy Plan development and implementation.

Funding Source

Title I

Amount Needed

$5,000