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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: 7/19/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (54%) 2017-18: C (48%) 2016-17: D (39%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Oak Ridge High

700 W OAK RIDGE RD, Orlando, FL 32809

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p><b>2020-21 Title I School</b></p> <p style="font-size: 1.2em;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="font-size: 1.2em;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="font-size: 1.2em;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">95%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>	B	B	B	C

## School Board Approval

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## SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

## 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.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

**Provide the school's vision statement.**

To ensure every student has a promising and successful future.

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Alvarado, Ben	Principal	Supervises Social Studies, except US History, PE, Social Media, Community Relations, Assistant Principals, Elevate, City Year, Athletic Director, and instructional coaches. He is responsible for academic coaches, administrative/ support staff duties, athletics, budget, teacher and staff evaluations and SAC/PTSA.
Browne, Michele	Assistant Principal	Supervises ELA 9-12. Reading 9-12, testing, facilities, facilities rentals, 3DE/JA magnet, Covid 19. She also oversees the clinic and medical issues, developing the school improvement plan, and teacher and staff evaluations.
Kendrick, Jessica	Instructional Coach	Coordinates new teacher induction program, develops school wide professional development, keeps track of teacher certification renewal, plans and creates 9-10th grade Reading curriculum, tracks inservice points, monitor tier 1 teacher interventionist, infuses literacy strategies with the environmental science and world history classrooms.
Williams, Latorrie	Instructional Coach	Creates and plans lessons for Algebra 1 and Geometry. Plans and facilitates common planning. Creates and modifies common assessments. Conducts coaching cycles and gives regular feedback.
Young, Danny	Dean	Responsible for transportation, a part of the threat assessment team, assistant athletic director and cafeteria contact. Dean over all ELL students.
DiBernardino, Danielle	Staffing Specialist	Responsibilities include ESE, IEPs and annual reviews, threat assessment team member when involving an ESE student, SSD and SSI coordinator, ESE bussing, MTSS coordinator, FTE corrections and facilitations of ESE meetings.
Herretes, Jared	Instructional Coach	Responsibilities include retention and recruitment of AP and magnet programs, data collection and analysis, the magnet fair, khan academy champion, AP registration and testing, and Push in for higher level math.
Jones, Johndrell	Assistant Principal	Supervises Science, performing arts, discipline and safety, SAFE, security, PASS, duty calendar, and baker act transitions.
Washington, Doyle	Dean	Responsible for covid 19, threat assessment team member, and dean of alpha A-Dort.
Kallenborn, Heidi	Instructional Coach	Creates and plans lessons for ELA 11-12. Plans and facilitates common planning. Creates and modifies common assessments. Conducts coaching cycles and gives regular feedback.



Name	Position Title	Job Duties and Responsibilities
Coutain, Kenny	Dean	Responsible for advanced ed. threat assessment team member, and dean of alpha Lip-Riv.
Anderson, Willie	Dean	Responsible for security, threat assessment team member, and dean of alpha Rob-Z.
Buck, Bernetta	Dean	Responsible for Title IX, digital marquee, threat assessment team member, deal of alpha Dorv-Lin.
Brown, Nasundra	Attendance/ Social Work	Responsible for child study teams, 504 plans, truancy, attendance, 5/10 day absentee letters, and facilitates 504 meetings.
Chandersingh, Leonie	Parent Engagement Liaison	Responsible for parent academy, contact for second harvest food bank, and cosponsor of KICS.
Garay, Idelim	Instructional Coach	Creates and plans lessons for ELA 9-10. Plans and facilitates common planning. Creates and modifies common assessments. Conducts coaching cycles and gives regular feedback.
Householder, Laurene	Curriculum Resource Teacher	Serves as the Partners in Education and ADDitions coordinator, manages Title I compliance, parental involvement, and monitors SIP and Parent and Family Engagement plan. Organizes and plans community involvement events, facilitates the after school tutoring and enrichment program, facilitates Teach-In and MTSS, manages electronic newsletters and communication.
Lewis, Veronica	Other	Provides assistance to our students through crisis intervention, staff referral or self-referral. Serves as the school's homeless liaison and coordinates services between students and external resources that can help them adapt and/pr cope with emergencies and extenuating life circumstances.
Martinez, Maritza	ELL Compliance Specialist	Responsible for ESOL compliance, parent academy, ELL testing, WIDA, ELL paras, and FTE corrections.
Gonzalez Rolon, Miguel	Instructional Coach	Creates and plans lessons for US History. Plans and facilitates common planning. Creates and modifies common assessments. Conducts coaching cycles and gives regular feedback.
Pachnik, Nora	Assistant Principal	Supervises US History, Fine art, Magnet programs, counselors, and college and career services. She is in charge of the Master schedule, graduation rates, curriculum guides, report cards and progress reports, student records, FTE, interns, and registration.

Name	Position Title	Job Duties and Responsibilities
Perez Cedeno, Melania	Assistant Principal	Supervises math (except Alg/Geo), ROTC, ESOL, digital devices, the media center, world languages, Title IX, and assists with attendance/truancy/504s.

**Demographic Information**

**Principal start date**

Monday 7/19/2021, Dennis Gonzalez

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

**Total number of teacher positions allocated to the school**

95

**Total number of students enrolled at the school**

2,537

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

14

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

24

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	6	705	705	585	536	2537
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	284	387	299	284	1259
One or more suspensions	0	0	0	0	0	0	0	0	0	1	31	14	11	3	60
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	138	200	163	72	575
Course failure in Math	0	0	0	0	0	0	0	0	0	5	181	118	82	95	481
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	2	217	298	189	162	868
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	2	237	295	200	41	775
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	392	516	220	152	1280

**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	5	300	386	274	199	1164

**The number of students identified as retainees:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	12	6	7	5	33

**Date this data was collected or last updated**

Wednesday 7/7/2021

**2020-21 - As Reported**

**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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	816	685	644	586	2731
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	172	262	279	260	973
One or more suspensions	0	0	0	0	0	0	0	0	0	0	112	127	79	43	361
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	242	229	93	164	728
Course failure in Math	0	0	0	0	0	0	0	0	0	0	153	121	130	147	551
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	344	246	211	209	1010
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	343	246	58	102	749

**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	417	357	256	278	1308

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	9	6	7	28

**2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	816	685	644	586	2731
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	172	262	279	260	973
One or more suspensions	0	0	0	0	0	0	0	0	0	112	127	79	43	361
Course failure in ELA	0	0	0	0	0	0	0	0	0	242	229	93	164	728
Course failure in Math	0	0	0	0	0	0	0	0	0	153	121	130	147	551
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	344	246	211	209	1010
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	343	246	58	102	749

**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	417	357	256	278	1308

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	12	6	7	5	30

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				33%	55%	56%	29%	54%	56%
ELA Learning Gains				46%	53%	51%	39%	51%	53%
ELA Lowest 25th Percentile				37%	40%	42%	32%	40%	44%
Math Achievement				38%	43%	51%	42%	49%	51%
Math Learning Gains				60%	49%	48%	43%	44%	48%
Math Lowest 25th Percentile				50%	46%	45%	37%	39%	45%
Science Achievement				63%	70%	68%	55%	66%	67%
Social Studies Achievement				60%	73%	73%	58%	69%	71%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	32%	52%	-20%	55%	-23%
Cohort Comparison						
10	2021					
	2019	29%	50%	-21%	53%	-24%
Cohort Comparison		-32%				

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
2021					
2019	62%	67%	-5%	67%	-5%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	59%	69%	-10%	70%	-11%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	34%	63%	-29%	61%	-27%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	39%	53%	-14%	57%	-18%

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The progress monitoring activities (PMA's) is the tool which we are using to compile the date. The PMA was administered in the following areas: English Language Arts, Mathematics, Biology, US History. In grade levels 9-12.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	42	47
	Economically Disadvantaged	40	41	48
	Students With Disabilities	6	14	5
	English Language Learners	26	33	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	-	74	76
	Economically Disadvantaged	-	73	75
	Students With Disabilities	-	54	73
	English Language Learners	-	70	76
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	72	76	76
	Economically Disadvantaged	70	74	74
	Students With Disabilities	33	40	50
	English Language Learners	65	72	76
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	-	-	-
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-
	Number/% Proficiency	Fall	Winter	Spring

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	43	49
	Economically Disadvantaged	40	43	49
	Students With Disabilities	21	23	23
	English Language Learners	20	29	28
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	-	40	42
	Economically Disadvantaged	-	37	41
	Students With Disabilities	-	28	33
	English Language Learners	-	38	42
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	71	66	46
	Economically Disadvantaged	73	68	47
	Students With Disabilities	67	33	25
	English Language Learners	71	56	40
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	27	17	43
	Economically Disadvantaged	30	30	43
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring



Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	-	-	-
	Economically Disadvantaged	-	-	-
	Students With Disabilities	-	-	-
	English Language Learners	-	-	-
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	-	24	19
	Economically Disadvantaged	-	21	17
	Students With Disabilities	-	36	19
	English Language Learners	-	25	24
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	28	38	29
	Economically Disadvantaged	27	38	23
	Students With Disabilities	14	43	16
	English Language Learners	23	36	23
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	53	61	60
	Economically Disadvantaged	47	55	57
	Students With Disabilities	40	52	48
	English Language Learners	33	46	42

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		-	-	-
	Economically Disadvantaged		-	-	-
	Students With Disabilities		-	-	-
	English Language Learners		-	-	-
			Number/% Proficiency	Fall	Winter
Mathematics	All Students		-	33	50
	Economically Disadvantaged		-	67	-
	Students With Disabilities		-	-	-
	English Language Learners		-	50	50
			Number/% Proficiency	Fall	Winter
Biology	All Students		67	67	100
	Economically Disadvantaged		50	50	100
	Students With Disabilities		-	-	-
	English Language Learners		100	100	100
			Number/% Proficiency	Fall	Winter
US History	All Students		0	100	100
	Economically Disadvantaged		-	100	100
	Students With Disabilities		-	-	100
	English Language Learners		-	-	-
			Number/% Proficiency	Fall	Winter

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	5	21	22	10	36	52	24	40		98	81
ELL	12	35	35	13	30	32	38	33		100	86
ASN	65	52		33			90	70		94	94
BLK	25	38	38	14	23	33	48	48		98	90
HSP	29	40	32	19	32	42	57	60		99	87

2021 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 2019-20	C & C Accel 2019-20
WHT	44	43		15	16		78	67		100	89
FRL	27	38	36	17	28	41	53	47		98	90
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

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	47
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	518
Total Components for the Federal Index	11
Percent Tested	88%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	39
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	41
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	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
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	48
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	57
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Our students with disabilities are consistently performing lower than average. Though there may be a rise in scores during certain portions of the year; when considering learning gains of the lowest 25% there is a drastic drop from winter to spring testing. English Language Arts achievement showed the lowest performance at 33%. Without data from 2019, contributing factors continue to be low reading levels of 9th grade cohort coming from the feeder middle schools.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

The greatest need for improvement based off of PMA as well as state assessment data would be the learning gains of the lowest 25% in both ELA and Math. Students with disabilities show the greatest need.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Some contributing factors could be the pandemic, which kept many students at home and not engaged in the learning and teaching that was provided to them. Also the amount of students tested was drastically different during each administration of the PMA and state tests. New actions that would need to be taken are a greater emphasis on getting students back in face to face instruction to be able to maximize monitoring strategies in order to provide appropriate interventions and support.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Mathematics learning gains showed the most improvement, with 13% growth.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

A multi-pronged approach focusing on both student and teacher supports contributed to this improvement. Push in support with the instructional coach started immediately after the first common assessment. Teachers and students also received push in support from City Year tutors, UCF tutors,

other school-based teachers, and student volunteers. Most notable, was a process for students to revise knowledge deliberately embedded into instructional resource materials.

**What strategies will need to be implemented in order to accelerate learning?**

Strategies that need to be implemented to accelerate learning would be the deliberate use of in class tutors, continued deliberate opportunities for revision of knowledge during lessons, implementation of revision of knowledge in other subject areas. We will also be implementing the use of tier 1 interventionist in all state assessed areas and other areas. This will allow the opportunity for immediate support with student to ensure we can build foundational support as the curriculum builds

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development that will take place to support teachers and leaders in the following areas: planning for revision of knowledge, understanding the different models of instruction, literacy strategies within the non ELA classroom. We will also focus on PD in collaboration with Cognitutor to support teachers in 11th and 12th grade math and ELA classes to prepare students for ACT/SAT concordant schools.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

In order to achieve sustainability, we will work on building capacity in teacher leaders to be able identify student needs on the spot, support curriculum in adaptations to meet the needs of our students and shift instruction as we work towards closing the achievement gap.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Based on recent ESSA data, students with disabilities was the only subgroup to score below 41% of the federal index. An intense focus on this subgroup of students will provide specific targeted support in order to increase both achievement and learning gains.

**Measurable Outcome:** Average achievement and learning gains among students with disabilities will increase to at least 41 % in all tested areas.

**Monitoring:** We will use culminating task, progress monitoring activities and class room walk through data to reach our desired outcome.

**Person responsible for monitoring outcome:** Johndrell Jones (johndrell.jones@ocps.net)

**Evidence-based Strategy:** Teachers will provide intensive standards-based and reading instruction. Students will receive clearly defined learning goals, teachers will use explicit and systematic and well-paced lessons. Students have multiple opportunities to collaborate with peers, practice, respond and receive immediate and corrective feedback from teachers and peers.

**Rationale for Evidence-based Strategy:** Effective implementation of the strategy allows students to think about and actively increase the knowledge and skills relative to the content that they are learning. Students' use of these strategies will improve their capacity for learning and allow that learning to be reflected in increased achievement and learning gains across content areas.

**Action Steps to Implement**

Teachers will analyze data after each common assessment to determine content mastery, fluency with questions types, and common errors. Revision of knowledge activities will be guided by data and teachers will plan for reteaching activities to help students meet mastery

**Person Responsible** Danielle DiBernardino (danielle.dibernardino@ocps.net)

Ongoing monitoring and feedback will be provided to teachers on pacing, use of instructional strategies and revision of student knowledge. Needs for coaching assistance will be identified and implemented to help teachers modify instructional strategies to meet the needs of students with disabilities

**Person Responsible** Danielle DiBernardino (danielle.dibernardino@ocps.net)

**#2. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school’s culture for social and emotional learning, we will address the following school needs:

**Measurable Outcome:** As a result of focusing on this strategy, the percentage of students with two or more early warning indicators will decrease from 45% to at least 40%

**Monitoring:** The tasks that will be carried out, will be rolling out out of SEL initiatives, looking at Character Lab day and offering professional development that allows teachers to reflect and adjust relationships with students to create a culture of acceptance where students feel comfortable to discuss their feelings. Furthermore,

**Person responsible for monitoring outcome:** Bernetta Buck (bernetta.buck@ocps.net)

**Evidence-based Strategy:** Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

**Rationale for Evidence-based Strategy:** In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

**Action Steps to Implement**

During Pre-planning, the task will be carried out by principal and assistant principals, Safe coordinator and mental health counselor. PD throughout the year will be carried out by CRT, mental health counselor and safe coordinator

**Person Responsible** Ben Alvarado (benjamin.alvarado@ocps.net)



**#3. Instructional Practice specifically relating to Math**

<b>Area of Focus</b>	The area of focus is Mathematics. For the 2020-2021 school year, we scored 17% in overall proficiency. This is a significant drop comparatively to our previous proficiency rates
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	By the end of the 2021-2022 school year, our combined math proficiency score will be 38%. Teachers will increase proficiency in planning and delivering content. We will have a specific focus on remediation and enrichment through the use of Intervention Specialists who will support the Algebra I and Geometry teachers
<b>Monitoring:</b>	Progress will be monitored through common formative assessments and district-created Progress Monitoring Activities. Regular data chats within the Professional Learning Communities will be used to discuss standards and instructional strategies as well as remediation and enrichment.
<b>Person responsible for monitoring outcome:</b>	Ben Alvarado (benjamin.alvarado@ocps.net)
<b>Evidence-based Strategy:</b>	Students interact in small groups and utilize effective cognitive skills necessary for collaboration to practice and deepen knowledge. A school-wide emphasis on processing strategies will be used to encourage academic discourse.
<b>Rationale for Evidence-based Strategy:</b>	Small group instruction and a rotational model allows for differentiation of instruction along with a targeted focus for teachers to monitor student learning. Flexible grouping also provides a systematic structure for our Intervention Specialists to work with targeted students.

**Action Steps to Implement**

Classroom and Intervention teachers will be utilizing collaborative learning stations in the classroom to provide targeted, differentiated instruction to best meet the needs of all learners.

**Person Responsible**      Latorrie Williams (latorrie.williams@ocps.net)

**#4. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** The area of focus is English. For the 2020-2021 school year, we scored 29% in overall proficiency. This is a drop comparatively to our previous proficiency rates.

**Measurable Outcome:** By the end of the 2021-2022 school year, our combined ELA proficiency score will be 33%. Teachers will increase proficiency in planning and delivering content. We will have a specific focus on remediation and enrichment through the use of Intervention Specialists who will support the ELA 9 and ELA 10.

**Monitoring:** Progress will be monitored through common formative assessments and district-created Progress Monitoring Activities. Regular data chats within the Professional Learning Communities will be used to discuss standards and instructional strategies as well as remediation and enrichment.

**Person responsible for monitoring outcome:** Michele Browne (michele.browne@ocps.net)

**Evidence-based Strategy:** Close reading strategies will be used by creating text-dependent questions within ELA content areas. Teachers will also collaboratively examine student work samples to monitor the implementation of professional learning and leverage digital tools for student processing.

**Rationale for Evidence-based Strategy:** Close reading strategies play a vital role to help with student processing. Teachers will create text-dependent questions and differentiate instruction while using assessment data to revise instruction so the students who are in the lowest 25th percentile could progress to the intended level of complexity of the standard. This strategy will allow for added support for these students

**Action Steps to Implement**

Teachers will meet twice a week for common planning and one of the two days will be used to analyze students' data by subgroups and determine potential instructional adjustments (i.e. methods for re-teaching content) to implement.

**Person Responsible** Michele Browne (michele.browne@ocps.net)

Classroom and Intervention teachers will be utilizing collaborative learning stations in the classroom to provide targeted, differentiated instruction to best meet the needs of all learners.

**Person Responsible** Idelim Garay (idelim.garay@ocps.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Looking at the data Oak Ridge is classified as moderate compared to the majority of the state. Oak Ridge has 0.6 incidents less than the state. Violent incidents is the contributing factor to the majority of the incidents on campus, with physical attack being second with a huge gap. We will make sure that we utilize the SEL components. We will insure that all discipline deans not only focus on the school has an environment of respect and rapport, but also sound academic integrity. Deans will have targeted students who they will work with on a weekly basis to not only monitor behavior but academics as well. This will allow students to become familiar with a dean while building a positive relationship that aligns with the vision of creating a sound and safe environment.**

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

In order to establish a positive school culture and climate, we will engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, we use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, we will use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. We will attend district-wide professional learning throughout the year. We will personalize and implement professional learning for staff and families, based on school and community needs. We will collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

The key stakeholders for implementation are the Principal Ben Alvarado who supervises the school based stakeholders, Assistant principals who supervise specific areas of focus with the plan for creating a positive

culture and environment. The SAFE Coordinator Veronica Lewis and Mental Health, Michaela Stone work towards creating programs and initiatives focused on the whole child and the whole teacher. The parent engagement liaison provides opportunities for parents to get involved through Title I parent events, ELL parents night, SAC meetings and being that link between parents and the school. The Curriculum Resource Teacher is in charge of coordinates school volunteers, mentors and other community partners, facilitates Teach-in and monitors the contributions and impact. This contributes to a seamless and positive experience for students, school personnel and community partners.