

Orange County Public Schools

# Oak Ridge High



2022-23 Schoolwide Improvement Plan

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# Oak Ridge High

700 W OAK RIDGE RD, Orlando, FL 32809

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

## Demographics

**Principal: Dennis Gonzalez**

Start Date for this Principal: 5/26/2021

<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>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 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>	2021-22: C (49%) 2018-19: B (54%) 2017-18: C (48%)
<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>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">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="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">96%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	C	C	B	B

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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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Alvarado, Ben	Principal	<p>Responsibilities include: Assessment and Supervision of World Language, Cambridge, PE, Fine and Performing Arts, Parent Engagement, AFJROTIC, Assistant Principals.</p> <p>Management Tasks include: School Safety, Management of Athletics, Title 1, School Budget, Community Relations, Professional Development, SAC/PTSA.</p>
DiBernardino, Danielle	Staffing Specialist	<p>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.</p>
Householder, Laurene	Curriculum Resource Teacher	<p>Responsibilities include: Partners in Education and ADDitions coordinator, Title I compliance, parental involvement, monitoring SIP and Parent and Family Engagement plan, Organize and plan community involvement events, after school tutoring and enrichment program, Teach-In and MTSS, electronic newsletters and communication.</p>
Kendrick, Jessica	Instructional Coach	<p>Responsibilities include: new teacher induction program, school wide professional development, track teacher certification renewal, tracks inservice points, monitor tier 1 teacher interventionist, infuses literacy strategies with the environmental science and world history classrooms</p>
Lewis, Veronica	Other	<p>Responsibilities include: Providing assistance to students through crisis intervention, staff referral or self-referral, homeless liaison and coordinates services between students and external resources that can help them adapt and cope with emergencies and extenuating life circumstances.</p>
Pachnik, Nora	Assistant Principal	<p>Responsibilities include: Supervision and Assessment of Social Studies, Testing Coordinator, ELL, Magnets, 3DE.</p> <p>Management Tasks include: Classroom walks data, testing coordination, bell schedules, performance matters, SIP, SAC, City Year, Mastery Prep, Interns, SAC/PTSA, Panorama Data.</p>
Young, Danny	Dean	<p>Responsibilities include: threat assessment team member, and dean of alpha, HERO, Transportation, SAFE Support, Inventory, Lockers, Keys, Radios, MAO, Drills</p>
Bergh, Kelsey	Assistant Principal	<p>Responsibilities include: Assessment and Supervision of Student Services, Math, CTE, Credit Recovery. Management tasks include: Graduation rate, acceleration rate, accountability, FTE, Master Schedule, Registration, Dual Enrollment, Grade Changes, Student Schedules</p>



Name	Position Title	Job Duties and Responsibilities
Castro, Deanna	Other	Responsibilities include: school-wide testing, maintain database of test takers and ensure students are taking the correct assessments
Duroseau, Wendy	Assistant Principal	Responsibilities include: Assessment and supervision of ELA 9-12, Reading 9-12, AP Programs, Digital Curriculum Management Tasks include: Accreditation, Inventory, Open House, Clinic, Cognitutor, Digital administrator, Media Center, Princeton Review, Summer School, 504's
Edwards, Sylvester	Dean	Responsibilities include: threat assessment team member, and dean of alpha, Accreditation, Security support, Social Studies PLC support, Student Arrests, Alternative School re-entry, MAO, Drills
Hutchinson, Dwight	Assistant Principal	Responsibilities include: Assessment and Supervision of Science, Deans, ESE, SAFE, Security, Custodians. Management tasks include: Discipline, Attendance, Facilities, Security, Drills, Threat Assessment, Title IX, MAO, PASS
King, Octavius	Dean	Responsibilities include: threat assessment team member, and dean of alpha, Parking, Security support, Maintenance, Open House, ELA Support, MAO
Maeweather, Sydney	Parent Engagement Liaison	Responsibilities include: parent academy, parent and community engagement, and contact for second harvest food bank
McFadden, Daja	Dean	Responsibilities include: threat assessment team member, and dean of alpha, Title IX, HERO, Marquee, Math Support, MAO
Norris, Emory	Other	Responsibilities include: Athletics, FHSAA, Coaches, Facility Rentals, Alumni Support
OrtizRios, Julio	Attendance/Social Work	Responsibilities include: retention and recruitment of AP and magnet programs, data collection and analysis, the magnet fair, khan academy champion, AP registration and testing, Attendance, Child Team Studies, School-wide tardy, HERO, Science Support
Pascale, Michelle	Instructional Coach	Responsibilities include: Life Skills, Princeton Review, Project Graduate, Canvas Support, Pioneer Portal, Data Collection, facilitate common planning, conduct coaching cycles and gives regular feedback
Stoney, Jean	Math Coach	Responsibilities include: Math support, facilitate common planning, conduct coaching cycles and provide regular feedback, Math boot camp, Life Skills, Data Collection and Analysis

**Demographic Information**

**Principal start date**

Wednesday 5/26/2021, Dennis Gonzalez

**Number of teachers with a 2022 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.*

2

**Number of teachers with a 2022 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.*

21

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

160

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

2,632

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

44

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

27

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	0	704	632	698	560	2594
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	292	30	72	62	456
One or more suspensions	0	0	0	0	0	0	0	0	0	0	87	100	100	43	330
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	53	30	72	62	217
Course failure in Math	0	0	0	0	0	0	0	0	0	0	73	34	42	30	179
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	330	265	330	0	925
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	236	116	336	171	859
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	0	307	271	408	189	1175

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	12	11	5	5	33

Date this data was collected or last updated

Friday 8/19/2022

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	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

**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	6	705	705	585	536	2537
Attendance below 90 percent	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	1	31	14	11	3	60
Course failure in ELA	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	5	181	118	82	95	481
Level 1 on 2019 statewide FSA ELA assessment	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	2	237	295	200	41	775
Number of students with a substantial reading deficiency	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	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	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	12	6	7	33

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%	49%	51%				33%	55%	56%
ELA Learning Gains	39%						46%	53%	51%
ELA Lowest 25th Percentile	34%						37%	40%	42%
Math Achievement	19%	36%	38%				38%	43%	51%
Math Learning Gains	33%						60%	49%	48%
Math Lowest 25th Percentile	45%						50%	46%	45%
Science Achievement	49%	31%	40%				63%	70%	68%
Social Studies Achievement	55%	43%	48%				60%	73%	73%

**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

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
2022					
2019	62%	67%	-5%	67%	-5%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	69%	-10%	70%	-11%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	34%	63%	-29%	61%	-27%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	39%	53%	-14%	57%	-18%

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	8	28	27	7	29	50	25	38		98	55
ELL	14	39	38	17	34	45	34	39		99	90
ASN	65	76		36				83		100	100
BLK	26	36	35	18	36	48	48	53		98	90
HSP	28	41	32	20	29	42	47	55		98	90
WHT	31	36	33	18	35		68	64		96	92
FRL	28	39	34	19	32	47	48	55		98	90
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
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

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
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	43
Total Points Earned for the Federal Index	534

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	11
Percent Tested	95%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

**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?**

Compared to their peers, students with disabilities consistently performing lower than average on state assessments. When considering overall achievement, there has been a drop from 2019 to 2021 in state assessment scores within the SWD subgroup. English Language Arts achievement dropped from 12%, Math declined by 16% and Science achievement saw an 18% drop. US history, with a 7% gain, was the only area in which SWD improved from 2019 to 2021.

**What data components, based off progress monitoring and 2022 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 achievement in ELA and Math. Students with disabilities show the greatest overall need. SWD students demonstrate a 10% Math Achievement level and a 5% ELA Achievement level. This area represents that lowest achievement rate in all sub groups and the area of 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?**

Contributing factors are pandemic related issues and lack of academic preparation necessary to achieve academic consistency across required curriculum. The Pandemic kept many students at home and not engaged in the learning and teaching that was provided to them. Additionally, the return to school was



difficulty for many.

These difficulties led to the amount of students testing varying during each administration of the PMA and state tests. Which in turn created data disaggregation issues. Action needs to be taken to place a greater emphasis on getting and keeping students back in school to be able to maximize monitoring strategies in order to provide appropriate interventions and support that will lead to student success.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Based on progress monitoring data and available state assessment data, the area in which the greatest improvement occurred from 2019 to 2021 was in Social Studies achievement, particularly in the Students With Disabilities subgroup where a 7% gain in achievement was demonstrated.

**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, 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 continue implementing the use of tier 1 interventionist in all state assessed 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 will take place to support teachers and leaders in the following areas: planning for revision of knowledge and monitoring with purpose, 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 teachers and teacher leaders to be able to identify student needs on the spot, support curriculum adaptations to meet the needs of our students and shift instruction as we work towards closing the achievement gap.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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**#1. Positive Culture and Environment specifically relating to a culture for Life Skills learning**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Integrate and monitor resources and strategies that strengthen a culture for Life Skills 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 Life Skills learning, we will address the following school needs

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

As a result of focusing on this strategy, the percentage of students with two or more early warning indicators will decrease by 3%.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

We will roll out Life Skills initiatives, continue with 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.

**Person responsible for monitoring outcome:**

Veronica Lewis (veronica.lewis@ocps.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Use distributive leadership and Life Skills learning to implement a continuous improvement plan for Life Skills learning focused on implementing a school-wide Life Skills curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 Life Skills 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement Character Lab

**Person Responsible** Dwight Hutchinson (dwight.hutchinson@ocps.net)

Provide professional development opportunities on Life Skills learning and implementation of Life Skills strategies in the classroom and across the school.

**Person Responsible** Dwight Hutchinson (dwight.hutchinson@ocps.net)

Use distributive leadership model to implement a school-wide Life Skills curriculum.

**Person Responsible** Dwight Hutchinson (dwight.hutchinson@ocps.net)

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

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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.

Our overarching goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Average achievement among students with disabilities will increase by 3% in all State tested areas.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

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

**Person responsible for monitoring outcome:**

Ben Alvarado (benjamin.alvarado@ocps.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Teachers will provide intensive and curriculum specific standards-based instruction 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:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Effective implementation of the strategy allows students to think about and actively increase 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**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Continuous monitoring of relevant data, including common assessments and classroom walk through data.

**Person Responsible** Ben Alvarado (benjamin.alvarado@ocps.net)  
 Provide professional development on strategies that improve reading instruction.

**Person Responsible** Ben Alvarado (benjamin.alvarado@ocps.net)  
 Provide intensive and curriculum specific standards-based instruction.

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

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

In order to establish and maintain a positive school culture and climate, we will engage in ongoing professional development and learning on Life Skills learning as well as leadership for student success. Through a distributive leadership model, we use Life Skills instruction 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 Life Skill learning and connect cognitive and conative strategies to support student success. 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. We will 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 school culture and environment.

The key stakeholders for implementation are the following: Principal, Assistant Principals, SAFE Coordinator, Mental Health designee, Parent Engagement Liaison