Orange County Public Schools

Oak Ridge High School

2023-24

Schoolwide Improvement Plan (SIP)

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Oak Ridge High

700 W OAK RIDGE RD, Orlando, FL 32809

https://oakridgehs.ocps.net/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Dennis	Principal	Responsibilities include: Assessment and Supervision of World Language, PE, Parent Engagement, AFJROTIC, Assistant Principals. Management Tasks include: School Safety, Management of Athletics, Title 1, School Budget, Community Relations, Professional Development, SAC/PTSA.
Bergh, Kelsey	Assistant Principal	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
Carmichael, Kimeche	Curriculum Resource Teacher	Responsibilities include: retention and recruitment of AP and magnet programs, data collection and analysis, the magnet fair, khan academy champion, AP registration and testing, 504 coordination and maintenance
Castro, Deanna	Other	Responsibilities include: school-wide testing, maintain database of test takers and ensure students are taking the correct assessments
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.
Edwards, Sylvester	Other	Responsibilities include: Athletics, FHSAA, Coaches, Facility Rentals, Alumni Support
Harper, Sarah	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, Media Center, Princeton Review, Summer School, 504's
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
Kendrick, Jessica	Instructional Coach	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

Name	Position Title	Job Duties and Responsibilities
King, Octavius	Attendance/ Social Work	Responsibilities include: Attendance, Child Team Studies, School-wide tardy, HERO, Science Support
Lewis, Veronica	Other	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.
Pachnik, Nora	Assistant Principal	Responsibilities include: Supervision and Assessment of Social Studies, Testing Coordinator, ELL, Magnets, 3DE, Fine and Performing Arts Management Tasks include: Classroom walks data, testing coordination, bell schedules, performance matters, SIP, SAC, City Year, Mastery Prep, Digital administrator, Interns, SAC/PTSA, Panorama Data.
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
Young, Danny	Dean	Responsibilities include: threat assessment team member, and dean of alpha, HERO, Transportation, SAFE Support, Inventory, Lockers, Keys, Radios, MAO, Drills

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At Oak Ridge High School, we include parents, students, faculty, and staff in creating the SIP. Using data, school employees draft a rough version of the SIP and then work through details with the members of our community. At the end of a school year, the current SIP is reviewed, and necessary changes and adjustments are discussed. During the summer, the administration makes the changes and uses data to enhance the outcomes. The draft is then provided to the stakeholders for changes and approval.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

In addition to teachers' continuous monitoring of students and administrators monitoring classroom data, each month, prior to the SAC meeting, the administrative and academic coaching teams will review the progress of the SIP goals and make assessments regarding potential revisions. The ESSA achievement

goal will be monitored through classroom observation, progress monitoring tools (Benchmark tracking, PMA, FAST, and Access data), and summative data findings. If these tools do not demonstrate continuous improvement, the team will recommend data-based adjustments to the SIP plan for Students with Disabilities. The results will be presented at SAC.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	456
One or more suspensions	0	0	0	0	0	0	0	0	0	330
Course failure in ELA	0	0	0	0	0	0	0	0	0	217
Course failure in Math	0	0	0	0	0	0	0	0	0	179
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	925
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	859
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1175

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	27	49	50	28	49	51	28		
ELA Learning Gains				39			40		
ELA Lowest 25th Percentile				34			34		
Math Achievement*	14	34	38	19	36	38	17		
Math Learning Gains				33			27		
Math Lowest 25th Percentile				45			37		
Science Achievement*	36	66	64	49	31	40	55		
Social Studies Achievement*	43	66	66	55	43	48	54		
Middle School Acceleration				44	44				
Graduation Rate	96	87	89	98	62	61	98		
College and Career Acceleration	64	65	65	91	70	67	89		
ELP Progress	23	45	45	43			39		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	303
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	96

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	534
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	98

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	4	
ELL	38	Yes	1	
AMI				
ASN	57			
BLK	45			
HSP	43			
MUL				
PAC				
WHT	52			
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	3	
ELL	45			
AMI				
ASN	77			
BLK	47			
HSP	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	53			
FRL	48			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	27			14			36	43		96	64	23
SWD	14			6			14	20		43	6	
ELL	17			10			25	35		65	7	23
AMI												
ASN	35			24						83	4	
BLK	26			12			34	41		63	7	42
HSP	27			14			36	44		65	7	16
MUL												
PAC												
WHT	31			22			50	43		71	6	
FRL	27			14			35	42		65	7	22

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	28	39	34	19	33	45	49	55		98	91	43
SWD	8	28	27	7	29	50	25	38		98	55	
ELL	14	39	38	17	34	45	34	39		99	90	43
AMI												
ASN	65	76		36				83		100	100	

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	26	36	35	18	36	48	48	53		98	90	25
HSP	28	41	32	20	29	42	47	55		98	90	46
MUL												
PAC												
WHT	31	36	33	18	35		68	64		96	92	
FRL	28	39	34	19	32	47	48	55		98	90	43

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	28	40	34	17	27	37	55	54		98	89	39
SWD	5	21	22	10	36	52	24	40		98	81	
ELL	12	35	35	13	30	32	38	33		100	86	39
AMI												
ASN	65	52		33			90	70		94	94	
BLK	25	38	38	14	23	33	48	48		98	90	45
HSP	29	40	32	19	32	42	57	60		99	87	36
MUL												
PAC												
WHT	44	43		15	16		78	67		100	89	
FRL	27	38	36	17	28	41	53	47		98	90	35

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

			ELA			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	28%	49%	-21%	50%	-22%
09	2023 - Spring	21%	46%	-25%	48%	-27%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	47%	-33%	50%	-36%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	45%	-28%	48%	-31%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	63%	-28%	63%	-28%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	62%	-21%	63%	-22%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Our math achievement component demonstrated the lowest performance. The lack of engagement strategies, monitoring strategies, and instruction differentiation contributed to the low performance.

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

Our science achievement demonstrated the most significant decline from the year prior. A lack of content knowledge and instructional strategies for new teachers contributed to the decline.

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

Our math component had the most significant gap compared to the state average. The lack of engagement strategies, monitoring strategies, and instruction differentiation contributed to this gap.

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

Our ELA component decreased the least. We provided professional development on the new FAST ELA standards and effective and consistent planning.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. ESSA Subgroup specifically relating to Students with Disabilities underperforming.
2. Student attendance.

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

1. Build a positive school culture centered on student achievement and success.
2. Provide an intense focus on achievement for Students with Disabilities.
3. Increase student attendance.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Creating a supportive and fulfilling environment with learning conditions that meet the needs of all students would increase our teacher retention and improve our recruitment. Retaining and recruiting high quality teachers continues to be a struggle. Providing a support system for new teachers through coaching can help develop and retain teachers.

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, we expect students to receive high quality instruction and demonstrate proficiency on their assessments.

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

We will use standards based unit assessments, FAST data, and walkthrough data to determine the effectiveness of instruction.

Person responsible for monitoring outcome:

Dennis Gonzalez (dennis.gonzalez@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will develop effective professional learning communities with coaching and support. This will allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning in order to drive student achievement.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These effective professional learning communities will help develop effective lessons plans that incorporate engagement strategies, chunking content appropriately, monitoring, and scaffolding the content to ensure all students understand.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Professional learning communities professional development

Person Responsible: Sarah Harper (sarah.harper@ocps.net)

By When: by September

Lesson planning process to incorporate engagement, chunking content, monitoring, and scaffolding for understanding.

Person Responsible: Sarah Harper (sarah.harper@ocps.net)

By When: By October

#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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Students with disabilities was the only subgroup to score below 41% of the federal index. We will provide additional supports for these students throughout their classes to ensure they all demonstrate growth and reach proficiency.

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

We will increase all components within this subgroup to above 41%.

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

We will use standards based unit assessments, FAST data, FSAA Data, and walkthrough data to determine the effectiveness of instruction.

Person responsible for monitoring outcome:

Dennis Gonzalez (dennis.gonzalez@ocps.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will provide various research based interventions to ensure our students make progress. These interventions include, SIPPS, Lexia PowerUp, Reading Plus, Lexia English, and IXL.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Effective implementation of these evidence based interventions will increase learning gains, proficiency, and help teachers identify specific student learning needs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide professional development on effective implementation of SIPPS

Person Responsible: Sarah Harper (sarah.harper@ocps.net)

By When: By September

Provide professional development on various programs to monitor progress (Lexia PowerUp, Lexia English, Reading Plus, IXL)

Person Responsible: Dennis Gonzalez (dennis.gonzalez@ocps.net)

By When: By October

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The district is funding a variety of resources to help support our underperforming students, including our students with disabilities. These resources include SIPPS (Systematic Instruction in Phonological Awareness, Phonics, & Site Words), Scholastic Books, Lexia PowerUp, Lexia English, IXL Math, and IXL English.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP will be shared through our school website, district website, School Advisory Committee meetings, and the Faculty Advisory Committee. As standard practice at Oak Ridge, the SIP goals will be shared at every SAC meeting, and attendees will be provided a reflection. Additionally, the SIP will be made available internally to all staff.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To establish and maintain a positive school culture and climate, we will engage in ongoing professional development and learning of Life Skills and leadership for student success.
Through a distributive leadership model, we use Life Skills instruction to strengthen team dynamics and collaboration 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 the next steps. The development of a 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.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

To grow and strengthen the academic program at Oak Ridge High School, we plan to implement additional professional development opportunities for teachers targeted to areas of need. Additionally, we have increased the number of instructional coaches and built academic teams around their curriculum areas. These academic teams will focus on developing teacher curriculum and instructional abilities. Strengthening the quality of instructional delivery will increase the efficacy of the instructional model and outcomes.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

NA

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

NA

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

NA

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA