

# Oak Ridge High



2014-15 School Improvement Plan

## Oak Ridge High

700 W OAK RIDGE RD, Orlando, FL 32809

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

Yes

**Free/Reduced Price Lunch**

99%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

93%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	C	C

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

To lead our students to success with the support and involvement of families and the community

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

To be the top producer of successful students in the nation

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

We are a very multicultural school and take pride in the development of caring student-teacher relationships that support culturally relevant instruction. Ways that we build relationships vary but include: inter-group awareness and understanding, selection of texts that are relevant to a particular class, appreciation of student contributions to discussions, teacher commitment to avoiding and challenging stereotypes, create a sense of openness and cultural acceptance, and the willingness to let students define their own identities. It is also important that students have opportunities to learn from one another's varied experiences and perspectives. To create this learning environment, teachers skillfully draw on student experiences to enrich the curriculum.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

There is a leadership presence throughout the campus at any given time. Leadership personnel make great efforts to build relationships with the student-body, and all students are encouraged to take advantage of the open-door policy. Students are greeted and assisted in a positive manner by all adults. Activities are supervised and promote positive peer relationships. School rules and norms are reinforced to make students feel safe and respected; this allows them to focus on learning. In addition, to a nurturing atmosphere, we practice a proactive intervention to conflict.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Our school-wide behavior plan aligns with a positive and proactive approach to student behavior. Faculty utilizes data and problem-solving methods to meet the needs of all students across all subgroups. Leadership personnel and instructional staff follow the discipline plan that includes: conference with student and verbal warning, phone call to parent/guardian, detentions, referral to guidance counselor, and then a referral to an administrative dean who will counsel student on behavior, contact the parent and assign either in school or out of school suspension. Faculty is trained at the beginning of the school year in classroom management and additional times throughout the year as deemed necessary. ORHS follows OCPS code of conduct and applies required consequences as outlined.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**



Guidance counselors work closely with students and administration to stay abreast of issues that may arise with students. In addition, we have a full-time SAFE coordinator who is available to counsel and get the student/family outside services that they may require. We also have a school psychologist that can be consulted and become involved if necessary. We have many mentors that are matched with our at-risk students.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### **Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Early Truancy Intervention (5+ Unexcused Absences):

Teachers:

1. Teachers initiate contact with the parents of students with 5+ Unexcused Absences. At least two interventions of any kind need to be done and documented on the Teacher Input Form; once completed, forms are to be emailed to the attendance and truancy coordinator. This form and guidelines on how to manage skipping issues, truancy criteria, attendance recording, ESE and over-age students are available on ORHS webpage/shared documents.

Attendance Team:

1. SMS report will be pulled weekly for students with 5/10+ Unexcused Absences
2. Students will have a meeting with the attendance and truancy coordinator to discuss attendance. A phone call will also be made to the students' home
3. A Warning Notice will be mailed to the students' homes
4. Students will be tracked by the Attendance Team

Suspensions and Student Behavior:

1. Increased presence in high traffic hallways
2. Visit classrooms for management observations
3. Create more substations for tardy tracking and distribution
4. School wide check on Wednesday's about Bullying and DCF callouts
5. Provide positive feedback for teachers who are doing well with classroom management
6. Provide extra activities for student body when first period tardies are reduced by 50%
7. Provide reward for the classroom with the least amount of tardies per period

Course failure in ELA and/or Math:

1. Students are identified as failing on their progress reports and report cards, and parent conferences are requested and held.
2. Students are encouraged to attend our Title I ATS program on Monday, Tuesday and Thursdays.
3. Academic deans and MTSS team will monitor grades in progressbook
4. Academic deans and coaches will monitor student formative and summative assessments
5. City Year one-on-one in class assistance
6. Weekly PLC meetings to determine instructional approach to meet students' needs

Level I in ELA and/or Mathematics:

1. All level one students are placed in intensive classes
2. Many receive double block instruction
3. All level one students are strongly encouraged to attend our ATS program
4. Parents are notified of extra assistance available and encouraged to have their child attend

#### **Provide the following data related to the school's early warning system**

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	127	142	144	122	535
One or more suspensions	22	21	6	5	54
Course failure in ELA or Math	264	216	184	47	711
Level 1 on statewide assessment	211	229	202	89	731

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	26	93	83	172	374

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

1. All students are strongly encouraged to attend our ATS program for academics as well as enrichment
2. We have a school-wide literacy system that is executed with fidelity across the curriculum
3. City Year and Ameri Corp groups conduct push-in and pull-out sessions and mentor our students daily
4. Rigorous lessons are planned and executed
5. All teachers have common planning to conduct PLC's and planning sessions
6. Reading, ELA/Writing, Science and Math have instructional coaches who assist in providing instructional/content coaching and feedback to teachers to improve standards-based instruction and outcomes
7. Weekly collection and discussion of data to align instruction.
8. Maintain and communicate Functional Behavior Assessment and Behavior Intervention plans

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/235029>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Our Partner in Education coordinator works with businesses and organizations in the community to create partnerships. The OCPS PIE management system allows partners to sign up for a partnership

and school based coordinators to list their needs for the school. Partners are able to view the opportunities at the school of their choice and sign-up to partner. Our coordinator stays in contact with our partners, recognizes them for their contributions through newsletter announcements, marquee acknowledgement, thank you letters and the end of the year partner recognition breakfast event. At this event partners are recognized as a group and presented with a plaque and a framed certificate of appreciation. The Principal and coordinator thank each partner individually and discuss opportunities for the upcoming school year. We are always looking for and welcoming new partners.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Bradshaw, Leigh Ann	Principal
Hancock, Melissa	Instructional Coach
Householder, Laurene	Administrative Support
Howland, Gracemarie	Assistant Principal
Leis, Betsy	Instructional Coach
Lewis, Shelton	Administrative Support
Lopez Rodriguez, Zaida	Attendance/Social Work
Martucci, Michael	Assistant Principal
Medley, Maurio	Instructional Coach
Murfee, Samuel	Instructional Coach
Piedra, Osvaldo	Assistant Principal
Ray, Rebecca	Instructional Coach
Tolentino Tirado, Hilda	Administrative Support
Watson, Rebecca	Assistant Principal
Mottin, Chaney	Other
Provencher, Matthew	Other
Brown, Nasundra	Guidance Counselor

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Dr. Leigh Ann Bradshaw – Principal: Supervises the entire leadership team, progress monitoring and data, evaluations, parental involvement, community relations and oversees the day-to-day operations of the school

Dr. Osvaldo Piedra – AP: Supervises graduation rate data, intervention programs, RtI/MTSS, SAFE systems and services, attendance and City Year volunteers

Michael Martucci – AP: Supervises all school grants, community partnerships, parental involvement, SAC, PTO and school grade data management

Rebecca Watson – AP: Supervises literacy initiatives, Media specialist, ESOL program including adult

classes, Scholarships, College Readiness data, and CCT and ELL data management, Senior activities and graduation, FCAT Reading retake and ELA assessment with team, Parent Leadership Council, professional development and coordinating coaches

Gracemarie Howland – AP: Supervises the guidance department, feeder school articulation, credit recovery programs, dual enrollment, advanced placement, and coordinates coaches and professional development

Laurene Householder – CRT: Monitors professional development and in-service documentation, serves as the Partners in Education and Additions Coordinator, manages Title I compliance, parental involvement, and monitors school-wide data, the SIP and PIP, organizes and plans community involvement, facilitates the after school tutoring and enrichment program, facilitates Teach-In and manages communication in hard copy and electronic newsletters, upcoming and special events, and ORHS highlights and accomplishments

Sam Murfee - Instructional Coach: Supervises and monitors beginning teacher induction, new teacher orientation, mentoring, professional development, deliberate practice, interns, coaching collaboration, lesson study, instructional rounds, and teacher certification

Melissa Hancock - Reading Coach: Supports intensive reading teachers, manages school Literacy Leadership Team and helps to implement and monitor school-wide literacy plans, collects and discusses data to align instruction, facilitates PLC's and common planning collaboration for the reading department

Rebecca Ray - Science Coach: Supports both novice and veteran teachers within the science department to hone their skills as classroom educators. Focuses on helping them grow as educators through the use of the Marzano Instructional Framework. Utilizes the framework to provide feedback and specific insight into elements that can be focused on for professional growth. Model lessons, execute the coaching cycle, and facilitate professional learning communities

Maurio Medley - Math Coach: Facilitates mathematics professional learning community meetings, works directly with classroom teachers to improve teaching strategies and best practices, assists in the creation of classroom lesson plans and assessments, sets up tutoring opportunities for students requiring intervention, and provides feedback on the standards-based progress of each teacher and student in mathematics

Betsy Leis - Writing Coach: Supports English Language Arts teachers grades 9-12, facilitates ELA professional learning community (PLC) meetings, supports and monitors implementation of school-wide writing initiatives, provides instructional/content coaching and feedback to ELA teachers to improve standards-based instruction and outcomes, collects and discusses data to align instruction  
Shelton Lewis - Business Manager: Manages and supervises all classified personnel, coordinates use of the campus facilities, in charge of fire, severe weather, and lock-down drills, writes and manages safety plan and trains key personnel, manages duty schedule, construction schedules, and all special event security and parking.

Chaney Mottin - Staffing Specialist: Monitor and develop Individual Education Plans for Students with Disabilities, monitor implementation of campus-wide ESE Instructional Delivery Model, serves as contact for the Florida Alternate Assessment and for Itinerant Service providers (Speech Pathologist, Occupational and Physical Therapist, Vision and Hearing Teachers, Assistive Technology), monitors student progress toward Post- Secondary Transition Programs

Nasundra Brown-Harris – Lead Guidance Counselor: Back-on-Track Credit Recovery Program Counselor, oversees day-to-day operations within the guidance department, coordinates the High School Transition from feeder middle schools, creates student's schedules that are aligned with their graduation requirements, conducts parent conferences, counsels parents, teachers and students, initiates referrals to outside agencies, approves on-line courses, ensure athletes' NCAA eligibility, oversees the college and career center, coordinates college visits, assists with scholarship searches, college applications and post secondary planning

Zaida Lopez- Attendance: Develops, adopts, and implements policies and procedures regarding attendance and ensures that all staff, students, and parents are fully aware of these policies and procedures. Enforces the Florida Compulsory School Attendance Law. Monitors a variety of

attendance reports to identify truant students and start interventions, as established. Communicate with students, teachers, and parents to identify and resolve any patterns or trends of truancy which cause concern. Conducts warning conferences and Attendance Child Study meetings- establishes action plans to address truancy, set goals, and coordinate resources and services as needed. Ensure accurate attendance accounting and compliance with district and truancy court reporting and documenting requirements. Responds to inquiries and process documents for a variety of individuals (e.g. school administrators, parents, JPO's, Truancy Court judges, DCF, etc.) Coordinates resources and activities to promote awareness of the important role that school attendance plays in achieving academic success among targeted students. Prepares, maintains, and monitors attendance-related reports. Documents and provides reliable data

Hilda Tolentino – SAFE: Helps families better understand the high-risk problems of adolescents. Provides assistance to our students through crisis intervention, staff referral or self-referral. Some of the issues addressed are: divorce, substance abuse, child abuse, loss of shelter/clothing, rape, teenage pregnancy, juvenile delinquency, emotional problems including suicide, and many others. Coordinates the COMPACT program and maintains a connection with the professionals from the Rosen Plaza Hotel who serve as mentors to our students. Provides assistance and support to the Hispanic Young Professionals and Entrepreneurs (HYPE) through the exposure to professional experiences and serve as a liaison between the students and the external resources that can help them with college and scholarship applications

Matt Provencher - Behavior Specialist/ESE Dean: Creates, maintains and communicates Functional Behavior Assessment and Behavior Intervention plans for all students on campus. Creates, implements and monitors efficacy of behavior interventions in regular education classes. Serves as a behavior resource for all teachers on campus. Acts as a resource for deans, teachers and administrators for in-class and school campus behavior support. Acts as primary liaison for District Behavior Analysts

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The area of focus is to progress monitor all 9th through 12th grade students and to target those students who need additional interventions based on reading scores, grades, behavior concerns, credits earned, GPA and attendance issues. The Oak Ridge High School RTI/MTSS team will meet on a bi-monthly basis to review student performance data in order to analyze trends and identify students who are at risk. The team will use problem solving strategies to make data driven decisions on what actions need to be taken to increase student achievement and decrease academic and disciplinary disruptions. Discussion will determine if there is a need for professional development, program implementation, enrichment activities, tutoring and/or community service involvement.

Title I, Part A

Services are provided through Title I funding for students who need additional remediation through the Academic Tutoring Services (ATS). Funding is also provided for professional development training for our highly qualified staff as well as for the purchase and use of materials. Title I funding is utilized at ORHS to increase parent involvement.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents who have come to the Central Florida area. The liaison coordinates with the Title I and other programs to ensure all students needs are met.

Title I, Part D

Services are coordinated with District Drop-Out Prevention programs to make sure students are given to support to remain in school. The school SAFE Coordinator and behavioral specialist work with students through small support groups and individual counseling sessions.

### Title III

ORHS and OCPS have an extensive partnership of services for our ELL students which include a CCT, on campus ESOL training for all staff, on campus ESOL endorsement course offerings, curricular resource materials, intervention materials, and after school and/or weekend tutoring sessions.

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Curriculum Compliance Teacher works closely with the Title III contacts to ensure that teachers and students have the materials needed to support learning.

### Title X- Homeless

ORHS partners with OCPS to provide Homeless services to our students and families. Our Safe Coordinator, Homeless Liaison, and MTSS coach work with our administration and guidance staff to guarantee that we are meeting the needs of our students in transition.

District Homeless Social Worker works with school to provide resources (clothing, supplies, and programs) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. SAFE coordinator identifies students and works with families to find shelter, clothing and food as needed.

### Supplemental Academic Instruction (SAI)

SAI funds are used to fund academic intervention strategies such as tutoring and direct instruction. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers or students who need course recovery. SAI funds will be used to expand the summer program, as needed.

### Violence Prevention Programs

Oak Ridge partners with a number of community organizations as well as the district to fully integrate Violence Prevention Programs. Students and staff members are involved in this initiative on and off campus. SAFE coordinator and discipline deans present professional development to teachers in order to help identify bullying activities and to prevent violence in school. Students also receive information and education through non-violence and anti-drug programs.

### Nutrition Programs

District Food and Nutrition Services provides information on healthy foods and nutritional breakfast and lunch selections that are offered daily in the school cafeteria. ALL students qualify for free breakfast when they arrive on campus, so students will start the day with a nutritious meal. Food choices are selected following the "Fresh to School" program, offering healthy, nutritionally sound meals that students can select.

### Housing Programs

N/A

### Head Start

N/A

### Adult Education

ORHS offers a variety of adult education opportunities on our campus. These opportunities include: Adult ESOL classes, Back on Track, Academic Services Tutoring, and credit recovery.

### Career and Technical Education

Developing and preparing students for 21st Century employment is achieved many ways at Oak Ridge High School. On the technical side of career development students have the opportunity to participate in the dual enrollment program by attending Mid Florida Tech or Orlando Tech studying course content ranging from air conditioning to nursing. In addition, students may take different business education, magnet, and video production courses based upon interested in working in the business world and career readiness.

### Career and Technology Education;

Magnets: Hospitality Management and Tourism Magnet, Digital Gaming, Project Lead The Way Engineering, Aviation Magnet, and Junior Achievement Academy Magnet

Mid Florida Tech

Westside Tech

Business Education Department  
Video Production Department  
School-wide AVID (Advancement Via Individual Determination) program  
Partnership with the City of Orlando and the University of Central Florida to provide students exposure to different careers in the professional and technical fields through the guest speaker series and the mentoring/tutoring program  
Job Training  
Promoting career readiness continues with providing training situations with job placement for the ESE students and work study early release program. Parent readiness classes are also provided for students who are looking for employment opportunities and assistance in child care.  
Parent Readiness Classes allow student to learn the skills necessary to be successful in the world of work. The ESE job placement program allows our ESE students to participate in career explorations and skill development to expand their life skills and potential success beyond high school. Some of our high school students with current jobs participate in the Early Release program in order to further develop their job training skills in on-the job training programs.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Leigh Ann Bradshaw	Principal
Kathy Ryle	Parent
Antwain Ricks	Student
Revel Lubin	Student
Hilda Tolentino	Teacher
Leo Rome	Business/Community
Cindy Swain	Parent
Brian Agard	Teacher
Clara Molina	Education Support Employee
Sandra Brookins-Crudup	Education Support Employee
Irving Rodriguez Martinez	Student

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Evaluation of last years plan was on May 5, 2014. SAC, PTO members and parents and students were present and all points of the plan were discussed and/or revised.

*Development of this school improvement plan*

The SAC Council found it beneficial to focus on the literacy system school-wide. They will also work to increase parent and community involvement at ORHS including assisting with building an active PTO. The SAC Council will review the school's student achievement data quarterly, and advise the school on key issues.

*Preparation of the school's annual budget and plan*

This is facilitated by the Principal with the SAC board members. They go over the details of the budget and the plan, make necessary adjustments and approve. The budget is also discussed publicly at the SAC/PTO meetings that take place the first Tuesday of every month.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

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

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bradshaw, Leigh Ann	Principal
Hancock, Melissa	Instructional Coach
Householder, Laurene	Administrative Support
Leis, Betsy	Instructional Coach
Murfee, Samuel	Instructional Coach
Ray, Rebecca	Instructional Coach
Medley, Maurio	Instructional Coach
Watson, Rebecca	Assistant Principal
Faber, Michael	Teacher, K-12
Flynn, Timothy	Teacher, K-12
Frazier, Ulunda	Teacher, K-12
Lay, Ryan	Teacher, K-12
Miceli Pawalski, Tia	Instructional Coach
Naso, Jerome	Instructional Coach
Rasmussen, Diane	Instructional Media
Taylor, Rosemarye	Other

**Duties**

**Describe how the LLT promotes literacy within the school**

The non-negotiable expectations for instructional practice using the Florida state standards, support literacy development and were identified as reasonable for teachers in all disciplines:

1. Implement the ORHS definition of literacy
2. Consistently teach, model, and practice student owned literacy strategies with evidence to foster independent success: predication, clarification, visualization, asking questions, making connections,



summarization/synthesis, and evaluation

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

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

All like-content area teachers have common planning. These planning periods are used for weekly PLC's and common planning sessions. Teachers collaborate on data, student achievement, and curriculum and planning lessons that are in line with data results. Lesson study and instructional rounds are practiced across the curriculum giving our teachers the chance to observe, learn from their peers and provide feedback. Subject area coaches and academic deans collaborate with teachers to share ideas and strategies cross the curriculum. This enables the teachers to build a toolbox of strategies, formative assessments, and collaborative instruction techniques.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

1. Interview Process and Recruitment of High Quality Staff - Administrative Team and Instructional Coach
  2. High Quality Professional Learning Opportunities - Administrative Team and Instructional Coach
  3. Professional Learning Communities- Teachers and Administrators
  4. Deliberate Practice- Administrators
  5. New Teacher Mentors- Instructional Coach
  6. Classroom Observations and High Quality Feedback- Administrators and Instructional Coaches
  7. Data Meetings with Supervising Administrators- Administration and Teachers
  8. Lesson Study Instructional Development- Administrators and Instructional Coaches
  9. Book Studies- Administrators and Instructional Coaches
  10. Attending Quality Professional Conferences as Teams- Administrators, Coaches and Teachers
- Oak Ridge honors our staff and is very active in making opportunities for growth apparent in order to recruit and retain our highly qualified teachers. We work diligently to create a school climate that is nurturing and team orientated. All administrators, coaches and instructional support personnel have open-door policies in order to ensure a school climate that is conducive to all.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

ORHS has a full time instructional coach, Samuel Murfee, who works daily with new teachers. He provides individual and group coaching, professional development, and holds monthly PLC meetings. He has paired an experienced teacher (mentor) with each new teacher (mentee). These relationships are kept within departments/subjects. The rationale behind these pairings is so that the mentor and mentee can share and discuss curriculum, procedures and strategies that are specific to their content areas. They will also participate in the same content area PLC's. Each mentor meets with their mentee once a month for a formal coaching and has informal daily interaction, as needed.

## Ambitious Instruction and Learning

## Instructional Programs and Strategies

### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All core instructional programs are adopted by the county and approved by the state to ensure that programs and materials are aligned to the common core standards.

### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Data is collected and reviewed weekly in PLC meetings that are course specific. Struggling students are noted, and differentiated instruction is planned for those students in order to ensure retention. Students are placed in groups according to ability, and teachers rotate their instruction accordingly. The gradual release model is used in all classrooms, along with common board information. Scales are visible and student is checked for understanding at the beginning, middle and end of each class. Instructional rounds are conducted to assist teachers in acquiring different strategies and teaching styles in order to reach every student with rigorous lessons and bring them to proficient or advanced levels in professional learning.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 14,560

To provide an after school program on Monday, Tuesday and Thursdays from 2:30-5:30 with a focus on level 1 and 2 students. Our focus is to target students that are performing below proficiency in reading, math, science and writing. Our curriculum will consist of reading, math, science and writing standards, Achieve 3000, Read 180, System 44, Princeton Review and the common core standards for each subject area.

***Strategy Rationale***

With intensified tutoring in a smaller setting students will gain a better understanding of the common core standards. Students are given the extra instructional time and individualized attention they require to grasp the standards and in turn perform better on assessments.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***

Householder, Laurene, laurene.householder@ocps.net

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Data will be collected and analyzed by Performance Matters benchmark survey comparisons, mini benchmark assessments, and program assessments. Reports of student performance will be available, and data will be analyzed to drive differentiated instruction for targeted students.

**Strategy: Weekend Program**

**Minutes added to school year: 5,760**

To provide 4 hour sessions on Saturdays with a focus on ACT Prep, Algebra EOC Retakes, FCAT Reading 9/10, AP Prep in Social Studies, Writing Expectations, Sciences, and Industry Certification Prep in Technology and Business. Our targeted students are those who need to pass ACT, FCAT, Algebra EOC, AP tests and Industry certification tests.

**Strategy Rationale**

Increased practice in these areas will produce more academically prepared students. In addition, it will help to identify specific areas of need and allow the teachers to pin-point interventions.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Howland, Gracemarie, gracemarie.howland@ocps.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data will be collected and analyzed by Performance Matters benchmark survey comparisons, mini assessments, and program assessments and practice tests such as Princeton Review, and Barrons.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The guidance department ensures that visits are made to feeder schools with information and student representatives from various clubs and organizations. In turn, those feeder schools make visits to our campus for a tour, to meet the administrative and leadership team, visit classes and talk to students. Students that are new to the area and have enrolled from another high school are given a "buddy" that will assist them for the first few days. They are given a tour of the facility and introduced to their teachers. Attention is paid to the outgoing transition of our students by hosting financial aid nights, college application assistance, scholarship assistance, outgoing college visits to various campuses in the state of Florida and incoming college visits on our campus. Our College Career Counselor, Leslie Blount, is available during selected days during A, B and C lunches to assist students with amazing scholarship opportunities and college readiness support.

**College and Career Readiness**

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

Oak Ridge High School incorporates students' academic and career planning by having the opportunity to attend technical schools and explore careers and take classes with the emphasis in business. Advanced Placement (AP) classes are also offered and students can take part in dual

enrollment which provides them a chance to actually be on the campus to receive college credit. Advancement Via Individual Determination (AVID) is another program where college bound students are provided extra academic support and college readiness skills to embark upon whatever career they decide to pursue. Our magnet programs focus on incorporating a student's academic interests and with professional mentors. Frequent mentorship sessions guide the students throughout their high school career. The Oak Ridge High School College and Career Center, is located in the guidance suite (building 800). It is our goal to prepare students to choose a career and take steps towards their journey in higher education. The Center will be open for students throughout the day and after school until 3:30 pm. The center will be open on identified evenings to provide further support to our students and families. Students will be able to plan, prepare and pay for college with accessible resources in the Center as well as perform career explorations. Assistance is available to help with the job and college application process, online college searches for Best Fit Colleges, and assistance with completing financial aid paperwork as well as gathering the required documents. Our College Career Counselor, Leslie Blount, will be available during selected days during A, B and C lunches to assist students with amazing scholarship opportunities and college readiness support.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Relevance is the key component to students making connections with the real world. Students use technology for research and demonstration of what they know. 21st Century skills which emphasize life-long learning and the use of digital tools for everyday life has a focus in all coursework. Through the magnet programs and the career and technical program, students relate course learning to current and future career needs. Magnets and special programs such as Junior Achievement Magnet, Project Lead the Way, Aerospace and aviation Engineering Magnet, Digital Gaming Magnet, Hospitality Management Magnet, Business Education, and Digital Video Production programs all focus on real world experiences and project based learning. These programs utilize advisory boards to guide the instructors to design their curricular offerings to include relevant practices and skills certification programs to enable the student to have a smooth transition to the world of work in the 21st century. These actions help students to see the relationships between their high school course subjects and their future.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Oak Ridge High School has implemented multiple pathways that students may demonstrate their knowledge, learning and behavior skills which include the completion of increasingly challenging, engaging, and coherent academic work and experiences. The post secondary readiness strategies focus on developing skills, setting attainable goals, and good work skills, such as assignment completion and note reviews, organizational skills, motivation, and commitment. Implementing initiatives like hiring academic deans and an Intervention Specialist, who along with guidance counselors, monitor our student' academic success to make sure they are on track to improve our post-secondary transition success. College visits, ACT/SAT preparation classes, AP and Dual Enrollment coursework, and PERT testing have accelerated the student capacity to successfully enter post secondary choices.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

Students are tracked and supervised so that they graduate in four years. Offering and providing AP courses, dual enrollment, tech school courses, mentors, college visits, AVID program, magnet programs and a college and career center are all available to improve student readiness. Post secondary readiness strategies also focus on good study skills, setting attainable goals, note-taking skills, and good work skills, such as assignment completion, note reviews, organizational skills,

motivation, and commitment. As a result, students who completed a college prep curriculum has increased from 54.8% in 2010 to 72.9% in 2012. The percent of students enrolled in college credit courses in a post-secondary institute earning a GPA of 2.0 or higher has increased from 71.9% in 2010 to 79% in 2012. We will continue to track and supervise students to continue to increase our percentages.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.**            Maintain and improve academic achievement focus and consistency in Literacy by utilizing the Marzano Framework, the new Florida Standards, Florida's Continuous Improvement Model and the Oak Ridge Literacy System.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Maintain and improve academic achievement focus and consistency in Literacy by utilizing the Marzano Framework, the new Florida Standards, Florida's Continuous Improvement Model and the Oak Ridge Literacy System. **1a**

G038161

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	50.0

**Resources Available to Support the Goal** **2**

- During strategic planning meetings, lesson study cycles, and collaborative PLCs, teachers will develop cognitively complex tasks and questions associated with the benchmark being taught.
- Multiple sources of data will be used to place the students in the appropriate intensive reading classes.
- Teachers will have access to the process of deconstructing the standards and selecting teaching materials/text that reflect the level of rigor presented on FCAT Writes during pre-planning and throughout the school year.
- Teachers will have access to the process of deconstructing the standards and selecting teaching materials/text that reflect the level of rigor presented on the ELA EOC during pre-planning. FCIM Focus calendars will be developed prior to school starting and reviewed each nine weeks in order to plan instruction though data results.
- Students have access to the Junior Achievement Magnet Program, redesigned current magnet programs and added additional Advanced Placement (AP) classes and Tech center classes.
- All content areas will stress the importance of reading and writing as a priority and will attend professional development for reading and writing and implement best practices including discussing student achievement data and intervention strategies.
- All content areas will follow the LSI plan, continue professional development with a specific focus on literacy with Dr. Taylor, and subject area coaches will support literacy in their PLC's, give feedback after walkthroughs, and provided the necessary assistance for each teacher, and professional development as needed with district coaches.

**Targeted Barriers to Achieving the Goal** **3**

- Students must be identified appropriately and exposed to the grade level materials along with independent learning levels and high cognitive complexity tasks that would adequately prepare students for the ELA EOC and FCAT Writes and increase their student achievement.
- Teachers need to buy in to the understanding of the need to teach literacy and writing strategies within their content.



**Plan to Monitor Progress Toward G1. 8**

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

**Person Responsible**

Rebecca Watson

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Cella, Mini Assessments, ELA Benchmark tests, writing simulations, focus calendars

**Plan to Monitor Progress Toward G1. 8**

Common planning, PLC data meetings

**Person Responsible**

Melissa Hancock

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans, mini assessments, ELA benchmarks, formative and summative assessments.

**Plan to Monitor Progress Toward G1. 8**

Data across the curriculum collected by course and data chats with instructional coaches.

**Person Responsible**

Leigh Ann Bradshaw

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Monthly data updates with summaries of student achievement.

**Plan to Monitor Progress Toward G1. 8**

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

**Person Responsible**

Michael Martucci

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Mini assessments, focus calendars, science benchmark tests

**Plan to Monitor Progress Toward G1. 8**

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

**Person Responsible**

Oswaldo Piedra

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Mini assessments, focus calendars, Science benchmark tests

**Plan to Monitor Progress Toward G1. 8**

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

**Person Responsible**

Gracemarie Howland

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Mini assessments, focus calendars, social studies benchmark tests

**Plan to Monitor Progress Toward G1. 8**

New Teacher Common planning, New Teacher PLC data meetings

**Person Responsible**

Samuel Murfee

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Writing simulations, focus calendars, formative and summative assessments, lesson plans

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Maintain and improve academic achievement focus and consistency in Literacy by utilizing the Marzano Framework, the new Florida Standards, Florida's Continuous Improvement Model and the Oak Ridge Literacy System. **1**

 G038161

**G1.B2** Students must be identified appropriately and exposed to the grade level materials along with independent learning levels and high cognitive complexity tasks that would adequately prepare students for the ELA EOC and FCAT Writes and increase their student achievement. **2**

 B091763

**G1.B2.S1** Teachers will participate in deconstructing of the reading and writing benchmarks and lesson development during common planning and PLC's using the common core standards, focus calendars and rigorous materials. **4**

 S102658

### Strategy Rationale

This will provide students with instruction that is rigorous and will prepare them for increased student achievement.

### Action Step 1 **5**

Teachers will deconstruct reading and writing standards.

#### Person Responsible

Melissa Hancock

#### Schedule

Weekly, from 8/29/2014 to 6/5/2015

#### Evidence of Completion

Lesson Plans with rigorous materials noted, focus calendars, Instructional rounds feedback

### Action Step 2 5

All content area coaches will model literacy strategies during PLC's and in classes as needed.

#### **Person Responsible**

Leigh Ann Bradshaw

#### **Schedule**

Weekly, from 8/25/2014 to 6/5/2015

#### **Evidence of Completion**

Lesson plans with literacy strategies noted, PLC minutes, focus calendars, instructional rounds feedback

### Action Step 3 5

Dr. Rose Taylor, literacy specialist/UCF professor, will conduct 4 full days of training for beginning teachers, reading, ELA, science, social studies, and elective teachers. She will also provide classroom walkthroughs and feedback as needed throughout the year.

#### **Person Responsible**

Leigh Ann Bradshaw

#### **Schedule**

Every 2 Months, from 9/22/2014 to 5/29/2015

#### **Evidence of Completion**

Lesson plans with literacy strategies noted, focus calendars, PLC minutes

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Weekly PLC meetings, collaborative planning, walk throughs, instructional rounds

#### **Person Responsible**

Rebecca Watson

#### **Schedule**

Weekly, from 8/18/2014 to 6/3/2015

#### **Evidence of Completion**

Benchmark surveys, mini assessments, quarterly writing simulations.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Lesson plans, classroom walk-throughs

**Person Responsible**

Rebecca Watson


**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Data from reading assessments and writing simulations.

**G1.B4** Teachers need to buy in to the understanding of the need to teach literacy and writing strategies within their content. 2

 B091767

**G1.B4.S1** Literacy Plan was developed in the summer of 2013 and revised in over the summer of 2014.

4

 S102659

**Strategy Rationale**

There needs to be one goal with a unified focus to drive instruction that is relative and carried out with fidelity.

**Action Step 1** 5

Literacy Plan

**Person Responsible**

Melissa Hancock

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Learning gains on reading assessments.

**Action Step 2** 5

Literacy System Training for New Teachers

**Person Responsible**

Samuel Murfee

**Schedule**

Monthly, from 9/26/2014 to 3/31/2015

**Evidence of Completion**

Lesson plans, learning gains on reading assessments

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Classroom Walk-Throughs and Coaching

**Person Responsible**

Melissa Hancock

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Lesson Plans, Student Interviews

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Classroom walk-throughs, informal and formal observations

**Person Responsible**

Melissa Hancock

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Learning gains on reading mini assessments, Achieve 3000 and Read 180

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Teachers will deconstruct reading and writing standards.	Hancock, Melissa	8/29/2014	Lesson Plans with rigorous materials noted, focus calendars, Instructional rounds feedback	6/5/2015 weekly
G1.B4.S1.A1	Literacy Plan	Hancock, Melissa	8/18/2014	Learning gains on reading assessments.	6/3/2015 weekly
G1.B4.S1.A2	Literacy System Training for New Teachers	Murfee, Samuel	9/26/2014	Lesson plans, learning gains on reading assessments	3/31/2015 monthly
G1.B2.S1.A2	All content area coaches will model literacy strategies during PLC's and in classes as needed.	Bradshaw, Leigh Ann	8/25/2014	Lesson plans with literacy strategies noted, PLC minutes, focus calendars, instructional rounds feedback	6/5/2015 weekly
G1.B2.S1.A3	Dr. Rose Taylor, literacy specialist/UCF professor, will conduct 4 full days of training for beginning teachers, reading, ELA, science, social studies, and elective teachers. She will also provide classroom walkthroughs and feedback as needed throughout the year.	Bradshaw, Leigh Ann	9/22/2014	Lesson plans with literacy strategies noted, focus calendars, PLC minutes	5/29/2015 every-2-months
G1.MA1	Classroom Walkthroughs, review of materials used and determining the level of rigor.	Watson, Rebecca	8/18/2014	Cella, Mini Assessments, ELA Benchmark tests, writing simulations, focus calendars	6/3/2015 daily
G1.MA2	Common planning, PLC data meetings	Hancock, Melissa	8/18/2014	Lesson plans, mini assessments, ELA benchmarks, formative and summative assessments.	6/3/2015 weekly
G1.MA3	Data across the curriculum collected by course and data chats with instructional coaches.	Bradshaw, Leigh Ann	8/18/2014	Monthly data updates with summaries of student achievement.	6/3/2015 monthly
G1.MA4	Classroom Walkthroughs, review of materials used and determining the level of rigor.	Martucci, Michael	8/18/2014	Mini assessments, focus calendars, science benchmark tests	6/3/2015 daily
G1.MA5	Classroom Walkthroughs, review of materials used and determining the level of rigor.	Piedra, Osvaldo	8/18/2014	Mini assessments, focus calendars, Science benchmark tests	6/3/2015 daily
G1.MA6	Classroom Walkthroughs, review of materials used and determining the level of rigor.	Howland, Gracemarie	8/18/2014	Mini assessments, focus calendars, social studies benchmark tests	6/3/2015 daily
G1.MA7	New Teacher Common planning, New Teacher PLC data meetings	Murfee, Samuel	8/18/2014	Writing simulations, focus calendars, formative and summative assessments, lesson plans	6/3/2015 weekly
G1.B2.S1.MA1	Lesson plans, classroom walk-throughs	Watson, Rebecca	8/18/2014	Data from reading assessments and writing simulations.	6/3/2015 daily
G1.B2.S1.MA1	Weekly PLC meetings, collaborative planning, walk throughs, instructional rounds	Watson, Rebecca	8/18/2014	Benchmark surveys, mini assessments, quarterly writing simulations.	6/3/2015 weekly
G1.B4.S1.MA1	Classroom walk-throughs, informal and formal observations	Hancock, Melissa	8/18/2014	Learning gains on reading mini assessments, Achieve 3000 and Read 180	6/3/2015 daily
G1.B4.S1.MA1	Classroom Walk-Throughs and Coaching	Hancock, Melissa	8/18/2014	Lesson Plans, Student Interviews	6/3/2015 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Maintain and improve academic achievement focus and consistency in Literacy by utilizing the Marzano Framework, the new Florida Standards, Florida's Continuous Improvement Model and the Oak Ridge Literacy System.

**G1.B2** Students must be identified appropriately and exposed to the grade level materials along with independent learning levels and high cognitive complexity tasks that would adequately prepare students for the ELA EOC and FCAT Writes and increase their student achievement.

**G1.B2.S1** Teachers will participate in deconstructing of the reading and writing benchmarks and lesson development during common planning and PLC's using the common core standards, focus calendars and rigorous materials.

### PD Opportunity 1

Teachers will deconstruct reading and writing standards.

#### Facilitator

Instructional Coach, Reading Coach, Writing Coach

#### Participants

All content area teachers.

#### Schedule

Weekly, from 8/29/2014 to 6/5/2015

### PD Opportunity 2

All content area coaches will model literacy strategies during PLC's and in classes as needed.

#### Facilitator

All content area coaches

#### Participants

All content area teachers

#### Schedule

Weekly, from 8/25/2014 to 6/5/2015



### PD Opportunity 3

Dr. Rose Taylor, literacy specialist/UCF professor, will conduct 4 full days of training for beginning teachers, reading, ELA, science, social studies, and elective teachers. She will also provide classroom walkthroughs and feedback as needed throughout the year.

#### Facilitator

Sam Murfee-instructional coach and all area content coaches

#### Participants

All teachers

#### Schedule

Every 2 Months, from 9/22/2014 to 5/29/2015

**G1.B4** Teachers need to buy in to the understanding of the need to teach literacy and writing strategies within their content.

**G1.B4.S1** Literacy Plan was developed in the summer of 2013 and revised in over the summer of 2014.

### PD Opportunity 1

Literacy Plan

#### Facilitator

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

#### Participants

All faculty

#### Schedule

Weekly, from 8/18/2014 to 6/3/2015

### PD Opportunity 2

Literacy System Training for New Teachers

#### Facilitator

Sam Murfee, Dr. Rose Taylor

#### Participants

All new teachers to Oak Ridge HS for the 2014-2015 school year.

#### Schedule

Monthly, from 9/26/2014 to 3/31/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Maintain and improve academic achievement focus and consistency in Literacy by utilizing the Marzano Framework, the new Florida Standards, Florida's Continuous Improvement Model and the Oak Ridge Literacy System.	9,000
<b>Grand Total</b>	<b>9,000</b>

**Goal 1: Maintain and improve academic achievement focus and consistency in Literacy by utilizing the Marzano Framework, the new Florida Standards, Florida's Continuous Improvement Model and the Oak Ridge Literacy System.**

Description	Source	Total
<b>B4.S1.A1</b>	Title I Part A	4,500
<b>B4.S1.A2</b>	Title I Part A	4,500
<b>Total Goal 1</b>		<b>9,000</b>