

Orange County Public Schools

West Orange High



2015-16 School Improvement Plan

West Orange High

1625 BEULAH RD, Winter Garden, FL 34787

www.ocps.net/lc/west/hwo

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	34%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	48%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	A	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
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

As the school year begins, a multidisciplinary group of stakeholders of the school community (i.e. administrators, parents, students, teachers, school counselors, PTSO and SAC members, etc.) are organized to regularly engage in meaningful conversations to assess the school climate towards improving student achievement and building meaningful relationships. Group members intentionally coordinate their efforts towards developing an appreciation for multicultural diversity and ensuring that student-teacher relationship-building is a clear priority.

In addition, school leadership members strategically use school pre-planning opportunities to include faculty/staff in specific dialogue to address the current state of the school. The focus here is to establish a positive tone and clarify school-wide expectations that will guide interpersonal interaction among all individuals within the school community. Professional Development training is strategically scheduled to support teachers with researched based instructional practices and structures for expanding positive interpersonal interaction in their classroom settings. Faculty members are also equipped to facilitate the discipline process to the student population. The overall intent is to share guidelines for learning while disclosing behavioral expectations that will encourage positive interaction between students and build a healthy student-teacher relationship. Student support systems (i.e. administrators, school counselors, SAFE coordinator, Multi-Tier System of Supports, school social worker, etc.) have been established to provide evidence-based strategies that encourage cultural awareness throughout the school, improve student-teacher relationships as well as closing the achievement gap that exists between specific subgroups of students.

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

At West Orange High School, student learning is our primary focus before, during and after school. Therefore, we optimize the link between professional learning and student learning through thoughtful and constant attention to the security and safety of our school facilities. The expectation set forth is through establishing and adhering to clear policies and procedures for student and staff conduct; providing engaging instructional practices, maintaining frequent and effective communication with parents, families, and other school stakeholders, while providing attention to classroom management as well as the requisite professional development.

Safety for all learners (students and adults) is an established priority. By clearly setting expectations along with modeling appropriate behavior and good citizenship, our staff encourages students to help promote school safety, which authentically contributes to students' civic responsibility to the school. To help students become accountable for their actions, we have made a concerted effort towards establishing structures, such as the frequent presence of school staff in hallways, utilizing a consistent student discipline plan (The OCPS Student Code of Conduct) as well as a positive student

behavior program (The Positive Behavior Ultimate Warrior Program). In addition, school facilities are well-maintained in accordance/compliance with all applicable regulations while all school operations are efficient and effective with no exceptions that adversely affect student learning.

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

The West Orange High School Principal and leadership team attend various school and district training opportunities to assist staff in providing a respectful and caring learning environment. Staff frequently engage in the process of progress monitoring indicators established within identified "Early Warning Systems" to provide meaningful feedback to students, staff, parents and other stakeholders within the school community. Throughout the year, the staff provides a clearly articulated and effective school-wide behavioral system (The OCPS Student Code of Conduct) that is adopted by Orange County Public Schools to maintain a learning environment conducive for learning. This behavioral system guides acceptable staff and student behaviors that are well communicated and consistently enforced throughout the school environment. West Orange High School also utilizes specific procedures within this behavioral system to ensure the safety and security of all staff and students, including specific procedures designed to address adverse behaviors displayed by students that are inconsistent with the behavioral process.

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

West Orange implements effective models for positive behavioral supports and counseling through the school's Student Assistance and Family Empowerment Program (S.A.F.E) for students in need throughout the school environment. Students who need more intense support are provided with adequate referral services to include Sednet Agencies for specific counseling. Effective outreach efforts are also employed within the school to meaningfully involve parents in their children's education. In addition, the school provides sequenced, active, focused, and explicit opportunities for students to develop social-emotional skills and a sense of efficacy through opportunities to contribute to the school, classrooms, and surrounding community.

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

Attendance below 90 percent: students participate in a Child Study Team; progress motioning of the student; students are place on improvement plans and monitored.

One or more suspension: students are monitored through deans; placed on an improvement plans as needed; parents called into office to discuss the plans to guarantee success.

Course failure in ELA or math: course recovery is offered for students.

Below proficiency on ELA and/or math FSA: double blocked in reading and students are enrolled in an intensive math class.

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	145	135	148	145	573
One or more suspensions	102	61	60	30	253
Course failure in ELA or Math	175	137	124	29	465
Level 1 on statewide assessment	0	0	0	0	

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	103	74	75	31	283

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

Through frequent progress monitoring efforts, students are consistently identified who display less than adequate performances in two or more areas of established early warning indicators. In response, the school's Child Study Team regularly meets to discuss existing barriers with parents of students identified with less than adequate attendance and academic performances. Improvement Plans are utilized to assist students in developing and meeting identified goals towards regularly attending school and improving their academic performances. Referrals are put in place connecting students and their families to needed school-based and community resources that provide additional assistance through comprehensive school counseling programs with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions. MTSS members regularly set aside time to engage in planned discussions towards meeting the needs of identified students who display less than adequate performances in two or more areas of early warning indicators. Specific meetings are planned and scheduled to problem solve and create action plans that will assist at-risk students in being successful. The team also monitors established plans to see if provided interventions are working over a period of time and the desired goals are reached by the students.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Although we have excellent parent involvement, our parents who are involved represents only a small portion of our student population demographically. Since the majority of our parent volunteers are upper middle class white females, we would like to continue efforts towards recruiting more minority parents, males, and parents from less affluent socioeconomic status groups. The school uses

Connect Orange, Social Media, and other forms of communication to communicate with parents and keep them abreast to their child's progress.

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

The school provides various opportunities through SAC, PTSO, Open House and the OCPS ADDitions Volunteer Program to introduce stakeholders to administrators, teachers and staff while communicating pertinent classroom and school information. Staff regularly hold face-to-face meetings as well as phone conferences, e-mail communications and mass electronic phone messages to interact with parents and involve them in the educational process of their child.

Parent sessions are held to acclimate parents with the new digital curriculum and resources that will be implemented during the 2015-16 school year.

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:

Name	Title
Cumbie, Nathalie	Assistant Principal
Szcinski, Douglas	Principal
Linehan, John	Assistant Principal
Robb, Sheri	Assistant Principal
Wells, Kimberly	Dean
Shuler, Timothy	Assistant Principal
Russell, Anthony	Assistant Principal
Rose, Jesse	Dean
Mutters, Nicole	Dean
Naso, Jerome	Instructional Coach
Shreffler, Bradley	Instructional Coach
Karcinski, Lisa	Assistant Principal
Hurst, Toby	Dean
James, Ronald	Dean
Owens, Marie	Instructional Coach
Hill, Adrienne	Dean
Smith, Meke	Instructional Coach
Thate, Chenia	Dean

Duties

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

Doug Szcinski - •Owner reading data and program•communication (Social Media & Warrior Cry)
•athletics• evaluations •budget•supplements•evaluating administrator meetings (PLCs)•graduation
•Technology•Pre-Planning•PD Calendar •EOC, EOY Data (Reading)•Reading Interventions•MTSS
John Linehan - •Principal Ninth Grade Center•Evaluating Administrator Meetings (PLCs)•Community
Relations
•Clubs and Organizations•PTSO•Student / Staff Awards•PIE / Additions•5 Star / Gold and Silver Start
•Teach In•Banquets, Awards Night, Baccalaureate, Senior Walk-out•Evaluations• Supervision• EOC,
EOY Data
•Supervision Chart (NGC)•Accreditation• Field Trips•Deliberate Practice•Social Media• Schedule
Pick-up Day
Lisa Karcinski --•Owner Social Studies Data and TIM (Technology Integration Matrix) data•All things
PLC's
•PD Calendar•Technology Check out and Inventory•PD Calendar• Evaluating Administrator Meetings
(PLCs)
•New Teacher Onboarding•Supervision• EOC, EOY Data (Social
Studies)•Interns•Textbooks•Instructional Technology (One to One)•Credit Recovery•Student Planner
Sheri Robb - •Owner ESE data and Graduation Rate Data•Parent Presentations• Testing
Accommodations (ESE and 504's)•EOC, EOY Data (FAA)• IEP's and 504's•Master
Schedule•Evaluating Administrator Meetings (PLCs)•Graduation Rate• Teacher Certification•40 Year
Celebration•Supervision• MTSS•Curriculum Guide
•Feeder Patterns•FTE / Student Counts• GED Program / Exit Options•Grade Verification, Reporting,
Progress Book•ACT, SAT•Exam Schedule•Opening Day Procedures•Auditorium Rentals, Calendar,
AC, Storage
Anthony Russell - •Owner FSA ELA Data•Discipline (Matrix, Tardies, Dress Code, Electronic Devices)
•Testing Accommodations (ELL)•Supervision•Supervision
Chart•FRL•Attendance•Evaluations•Evaluating Administrator Meetings (PLCs)•Parking (Student)•
EOC, EOY Data (ELA)•ELA Interventions•Tutoring
•Saturday School•GED Program / Exit Options•PASS•Mentoring Programs
Nathalie Cumbie - • School Improvement Plan (SIP and SAC)•Owner Math EOC data and programs
•Owner Advanced Placement Data•Supervision•Evaluations• Evaluating Administrator Meetings
(PLCs)
•Summer School•EOC, EOY Data (Math)•Math Interventions•Advanced Placement•AP Potential and
PSAT
•Testing
Timothy Shuler - •Accreditation (AdvancED)•Owner Science Data and
Programs•Facilities•Supervision
•Rentals• Inventory•Evaluations•Evaluating Administrator Meetings (PLCs)• Master Calendar•Fire
Extinguishers•Fire / Evacuation Drills•Parking (Faculty)• Keys•Radios•Industry Certifications•CTE /
Duel Enrollment
Nicole Muttters - •Referrals: Main Campus(P-Z) •Supervision•SAC•Student Assemblies•School Wide
Tutoring
•Testing (LCEOC)•Code of Conduct
Ron James - • Referrals: Main Campus (Ge-O)•Supervision• Lockers (Main campus)•Mentoring
Program
•FRL•EKO (Every Kid Outreach) •Alternative Centers – Junior Graduation Rate
Jesse Rose - • Referrals: Ninth Grade Campus (A-Ga)• Coordinate Detention•Parking
(Student)•Supervision
•ISS Lunch
Jacqueline Herrera - •Referrals: 9th (A-J)•Supervision•Coordinate Detention•Transportation/Buses
•Positive Referral System
Adrienne Hill - •Child Study Team Meetings•Substitutes•Tardies•Absences• Alternative Placement /
Schools
•Testing (US History and Biology)

Toby Hurst - •Work with API – Master Schedule•Graduation Rate – Seniors and Juniors•40 Year Celebration

•Testing (ACT, SAT, PSAT)•Teacher Certification• Warrior Schedule Pick-Up Day•Supervision•Mentoring Programs•DA/SIP (Grad Rate)•Alternative Placement / Schools
Chenia Thate -•Referrals main Campus (A-Ga)•Coordinate Detentions•Parking•Supervision•ISS Lunch

Kimberely Wells - •Oversee Testing (FSA, EOC, ACT, SAT, PSAT, PERT, LCEO, AP)•Testing Room Assignment•State Testing Corrections•Supervision

Meke Smith -• Instructional Coaching•Digital One to One Initiative•Prof. Development Calendar and Staff Development•PLC Campus Lead•Testing (Advanced Placement)•Interventions•DA/SIP• Beginning Teacher Orientation /Interns• Observations•Pre-Planning•Master Scheduling•Student Schedules•Warrior Schedule Pick-Up Day•Supervision

MTSS is made up of the Principal, assistant principals, instructional coaches, CCT, placement specialist, academic dean, school resource officers and discipline deans.

The data collected from classroom data, formative assessments, previous FCAT scores, FAA, PERT, ACT and SAT, as well as IMS, EDW, and IEP's referrals are used to determine which students are at risk academically and or behaviorally. The team discusses appropriate interventions for students based on the previous data. The interventions are tracked to determine the effectiveness by the individual classroom teachers. Students in need of behavioral support are referred to our SAFE program and if necessary are referred to appropriate counseling services.

The progress monitoring tracking system is used by the whole faculty to document interventions and strategies in an effort to improve student outcomes. Teachers are required to pull a weekly grade report which is then used to calculate a school average of the D's and F's students have in their classes. PLC's meet weekly to discuss data and formative assessment results that are relevant to teachers particular subject of instruction. Differentiated instruction training will continue to be provided to teachers through instructional coaches and mentor teachers. Digital curriculum training will also be provided throughout the year.

A safe and professional learning environment is established through the listed support systems as well as the duty schedule for all instructional coaches and administration team for supervision during the day.

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 MTSS team which consists of instructional coaches and administration meet bi-monthly to discuss performance data as it pertains to student and subgroup performance. Each assistant principal is responsible for certain areas/subgroups. They are supported by instructional coaches, learning resource specialist, staffing specialists and curriculum leaders as needed.

The tiered model of delivery of instruction includes the general education classes which offer the core instruction. The supplemental, or tier two instruction includes the intensive reading and intensive math classes offered to students who are unsuccessful on the EOC and those non proficient students. Tier three interventions take place with tutoring that is offered after school three days a week on both campuses. This also includes the testing center/ testing center where students are given a second chance to learn material and retake tests. Data sources used for fidelity checks at each level include the use of the following sources: IMS, EDW, formative assessment, IEP, referrals, FAA, FCAT, PERT, ACT, SAT results.

SAI funds will be used on high needs teaching positions such as a reading coach, after school tutoring, and a testing center.

Targeted assistance money will be used for after school tutoring for non proficient students and EOC retake students.

CTE will be used to increase industry certification rates in CIW (Certified Internet Web), MOS (Microsoft Office Specialist) Adobe and Comptia. Funds will be used for job training, ESE work program, violence prevention, SAFE programs such as PEER, Red Ribbon Week, Yellow Ribbon Week, Pink out month etc.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Doug Szcinski	Principal
Yolianne Amadeo	Parent
Dana Bumford	Parent
Monique Foister	Parent
Denise Gregorie	Parent
Stephanie Garland	Teacher
Kelly McDonnell	Parent
Lori McKenney	Parent
Katheryn Snyder	Parent
Brenda Obelar	Teacher
Rakesh Singh	Parent
Stephanie Garland	Teacher
Skylar Foister	Student
Candy Ryan	Parent
Cathy Dickey	Parent
George Larsen	Teacher
Kathy Keiber	Parent
Maribeth Adelson	Parent
Nicole Mutters	Teacher
Eric Cumbie	Parent
Ravyn Cumbie	Student
Marcia Bouchie	Teacher
Michele Stone	Business/Community
Emma Neal	Education Support Employee
Stacy Rime	Parent
Vikki Rogers	Parent
Julie Sadlier	Parent
Doris Garcia	Teacher

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

West Orange High School believes that an outstanding school strives at all times to excel in every area of its performance for the benefit of all stakeholders of the school community. From June to June, the school continuously assesses and evaluates its core work and progress in order to maintain outstanding outcomes for its students. A pulse of the school is established through a thorough assessment of school survey's and other pertinent components to include the previous year's school improvement plan. Findings have prompted the school to initiate a number of exciting innovations to the curriculum while providing a wide range of learning experiences that effectively meet the needs and interests of learners. A gradual release of instruction puts children at the center of the learning process, improving their engagement and understanding.

Development of this school improvement plan

The principal, as instructional leader, directs a well-organized, cooperative, continuous, and comprehensive School Improvement Plan. Under his leadership, the over-arching belief at West Orange High School is that everyone in our community must be involved in the strategic forward planning of the School Improvement Plan. Therefore, development of the school improvement plan is a collaborative effort involving the SAC membership, School Administration, Teachers and Professional Learning Communities/Curriculum leaders aided by the direction of the West Learning Community Administration with key areas of focus targeting student achievement, quality of teaching, behavior & safety and leadership and management.

Preparation of the school's annual budget and plan

A multidisciplinary group of stakeholders of the school community (i.e. administrators, parents, students, teachers, community members, etc.) are organized to regularly engage in meaningful conversations to assess the school climate and school improvement plan. From an honest end of year self-evaluation, the school has analyzed specific key priorities (student achievement, quality of teaching, behavior and safety and leadership and management) which will govern our short, medium and long term planning and will underpin our strategic planning through the 2015-16 school year to ensure that we are a high performing school within OCPS.

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

West Orange High School will used \$1000.00 for transportation and tutoring, and \$1000.00 for digital teacher support for the upcoming school year.

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:

Name	Title
Szcinski, Douglas	Principal
Keopple, Penny	Administrative Support
Marquez, Christine	Teacher, K-12
Pawlowski, Lisa	Teacher, K-12
Poynor, Stephen	Teacher, K-12
Ross, Angela	Administrative Support
Samaroo, Priya	Teacher, K-12
Scherfer, Suzanne	Teacher, K-12
Say, Jimmy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The West Orange High School Literacy Team includes a reading coach, a representative from ESOL, a representative from ESE, and administrators. The team conscientiously uses data to establish the literacy goals for the school year. After goals have been established, the team creates a plan of action and meets monthly, (more if necessary) to assess progress towards accomplishing the goals. The team promotes and supports literacy school-wide in a variety of ways to encourage both reading and writing:

- Implementing a school wide literacy initiative through PLCs.
- Implementing Florida State Standards through Reading and Language Arts classes.
- Developing demonstration classrooms.
- Providing professional development on reading strategies school wide (such as Close Read)
- Providing student information to parents about the overall literacy status of the school through increased communication (examples: during Parent Night and the school weekly newsletter).
- Conducting teacher/department data meetings.
- Through leaders coaching and/or modeling, addressing scheduling concerns.
- Providing instructional and student resources and materials, and other initiatives.

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

Participation in weekly Professional Learning Community Meetings is one avenue used towards encouraging positive working relationships with teachers. The master schedule has been designed to provide consistent time for teachers to meet by common content. Florida Standards are utilized to focus the meetings on students' academic needs and how students might be assessed. The principal and assistant principals promote and encourage the use of data to plan for the instructional needs of students. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. School wide professional development is also provided using research based strategies to support the planning and instructional needs of teachers.

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

The principal and assistant principals participate in job fairs, online casenex interview training sessions, and personnel workshops designed to identify, recruit and interview the most talented instructional applicants. The District Human Resources Department provides assistance and advice on all hiring and placement procedures in reference to recruitment of highly qualified instructional personnel by means of office interviews and recruitment events. This collaborative effort helps the school leadership team members monitor and assist all applicants in the hiring process while reducing idle time associated with the hiring process to increasing instructional time.

Other strategies include the positive relationship established between the community and the school nurtured and strategically used as a means of recruitment by communicating the success of the school and school pride recognized within the surrounding community. West Orange High School also collaborates with local colleges in regularly hosting teacher interns and participating in job fairs hosted by the county. Every effort is made to support new teachers by providing them with a mentor, new teacher training, orientation, and support from team members. New teachers work in small professional learning communities designed to promote groups working collaboratively on lesson plans and curricular issues. Staff development is also maintained through weekly meetings by Meke Smith, Instructional Coach and/or Nathalie Cumbie, Assistant Principal. Monthly staff developments will include such topics as: Digital Instruction, Marzano Teaching Strategies, Deliberate Practice, Teaching Strategies, and Writing and Reading across Content Areas.

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

All new personnel are provided with mentoring and coaching opportunities while strategically placed in a induction program that is aligned with the school's values and beliefs about teaching, learning, and the conditions that support learning. The program promotes high expectations for all school personnel and strives to deliver valid and reliable measures of performance. New teachers are also paired with an experienced teacher as their mentor. Teachers are required to log monthly formal meetings via agenda and topics covered. Mentors are to make themselves available to the teacher for assistance on a weekly basis and be ready to answer questions and offer assistance. Also weekly PLC meetings are held at which time new teachers can receive assistance from more experienced teachers regarding classroom instruction and pedagogical strategies. Experience teachers plan lessons, activities, and common assessments in weekly PLC meetings with new teachers who participate in the collaborative process. Mentors are assigned based upon their expertise and content familiarity.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the instructional Management System (IMS) and are aligned to the 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

Members of the MTSS team will meet regularly to analyze student achievement data and make decisions about literacy instruction in the school. Teachers, students and administrators will engage

in data chats to better understand and assess students needs towards mastering content being taught through the use of tutorials, the use of intensive reading, or the use of small group instruction. Coaches will use data to support teachers in developing and delivering effective lessons in areas where students have difficulty mastering core content. The school ensures every teacher contributes to school improvement of every student by:

- Holding meetings on a regular basis
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 100 minute reading block
- Creating a schedule with an additional 60 minute reading block (option for extended day)
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing instruction based on student needs
- Providing resources to support instruction (texts to support units of study)
- Administering assessments which measure instructed standards
- Students receiving push-in/pull out services for ESE/ELL

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: After School Program

Minutes added to school year: 7,200

After school testing center is open for students who have failed assessments/common assessments in order to increase their understanding of the subject matter.

Strategy Rationale

Provide students with multiple opportunities to grasp content being taught and to display progress towards proficiency or advanced levels on state assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Russell, Anthony, anthony.russell@ocps.net

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

Formative assessment and student progress is tracked by teachers.

Strategy: After School Program

Minutes added to school year: 6,300

Math tutoring provided by the instructional math coach and National Honor Society student tutors to support students in mathematics.

Strategy Rationale

Provide students with multiple opportunities to grasp math content being taught and to display progress towards proficiency or advanced levels on state assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Naso, Jerome, jerome.naso@ocps.net

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

Student data is collected through the Math department. Student success and progress in math is tracked using data extrapolated from formative assessments and Math EOC's. Student attendance is logged and compared to success on tests taken in the math class and the retake testing center in order to track how well students are learning after attending tutoring sessions.

Strategy: After School Program

Minutes added to school year: 7,200

Tutoring in Science is available four days a week by individual teachers on a rotation schedule. Each teacher is assigned a day of the week to conduct tutoring after school for students in need.

Strategy Rationale

Provide students with multiple opportunities to grasp content being taught and to display progress towards proficiency or advanced levels on state assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Shuler, Timothy, timothy.shuler@ocps.net

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

Student data is collected through the Science department. Student success and progress in science is tracked using data extrapolated from formative assessments and Science EOC's.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about instructional practices that promotes student engagement and yields high student learning. School personnel can clearly link collaboration to improvement results in instructional practices and student performances.

In addition, the Freshman Success program which promotes student self-management and personal responsibility for academic success through an elective course that includes instruction in transitioning from middle school and strategies which are embedded in instruction to help organize and prepare students.

West Orange High School also visits feeder middle schools through consortium meetings.

Students visit tech centers to see additional opportunities that are available.

Students participate in several opportunities where the state colleges visit the campus and provide students information and expectations of the college life after high school.

The district offers a college day where WOHS' juniors attend college admissions offices. WOHS has a College and Career Room. The guidance department also has a junior/senior college and FSSSA night for parents and students.

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

The active promotion of increased student participation and performance in Advanced Placement courses prompts counselors to meet with students in classes and individually to discuss goals, courses offered, dual enrollment, career opportunities and college visits with admissions representatives. Each student also creates an individual plan for academic success with his or her counselor. Additionally, Guidance Services works collaboratively with colleges to inform and support students and parents in graduation and college readiness goals.

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

Teachers incorporate real-life examples into their lessons in order to increase course relevance to possible future career endeavors. Examples include household chemistry, math pertaining to home budgets, Geometry as it relates to construction, etc. Students are encouraged to take courses that pertain to their career aspirations both at West Orange High School and Westside Technical Center.

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

Students are encouraged to take more rigorous courses including honors, advanced placement, Valencia Community College Dual Enrollment, and Technical School dual enrollment. Students are also encouraged to take the SAT and ACT test at the end of their junior year and the beginning of their senior year. The ACT is also administered during the school day for all seniors. West Orange High School is a digital pilot allowing each student to have a one-on-one device. The technology implementation will increase rigor in the classroom and provide student exposure to 21st century skills.

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

Starting in 9th grade, students will participate in the Freshman Success program. This program promotes student self-management and personal responsibility for academic success through an elective course that includes instruction in transitioning from middle school and strategies which are embedded in instruction to help organize and prepare students.

The school leadership team reviews student achievement data and provides assistance to specific students as needed. Counselors conduct classroom guidance and individual counseling sessions with students placing an intense focus on the promotion of increased student participation and performance in Advanced Placement coursework. College readiness workshops for students are offered to include meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Student achievement will increase with the implementation of high cognitive complexity and autonomy tasks measured by student evidence of reaching the desired effect. (Division Priority: Accelerate Student Performance)

- G2.** Teachers will gain proficiency in the implementation of a digital curriculum in order to increase rigor, and thereby, student achievement. (Division Priority: Ensure college and career readiness)

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. Student achievement will increase with the implementation of high cognitive complexity and autonomy tasks measured by student evidence of reaching the desired effect. (Division Priority: Accelerate Student Performance) **1a**

G072901

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	62.0
Algebra I EOC Pass Rate	62.0
AMO Reading - All Students	74.0
U.S. History EOC Pass	82.0
Bio I EOC Pass	82.0

Resources Available to Support the Goal **2**

- System 44, Read 180, Achieve 3000, Reading Plus
- Marzano Instructional Framework
- Math Core program
- Performance Matters
- Instructional Coaches
- IMS

Targeted Barriers to Achieving the Goal **3**

- Teachers have difficulty using the state's item specs to plan rigorous tasks and assessments that are aligned to the standard.

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

Formative assessment data will be analyzed and instruction will be adjusted accordingly. I-Observation data and feedback to teachers will be ongoing and monitored. Lesson plans will be reviewed and feedback regarding implementation of the rotational model, and verification that lesson are taught consistently that match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.

Person Responsible

Douglas Szczinski

Schedule

Weekly, from 9/10/2015 to 6/8/2016

Evidence of Completion

Performance Matters data, i-Observation data/feedback, lesson plans, PLC meeting notes/ agenda, and FCAT/EOC/FSA data

G2. Teachers will gain proficiency in the implementation of a digital curriculum in order to increase rigor, and thereby, student achievement. (Division Priority: Ensure college and career readiness) **1a**

G072902

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	62.0
AMO Reading - All Students	74.0
4-Year Grad Rate (At-Risk)	80.0
4-Year Grad Rate (Standard Diploma)	95.0
U.S. History EOC Pass	82.0
Algebra I FSA EOC Pass Rate	62.0
Bio I EOC Pass	82.0

Resources Available to Support the Goal **2**

- TIM Technology Integration Matrix) support team
- District Instructional Coach for math and the school Math Coach
- Reading coach
- one to one student device
- Instructional coaches meet with teachers to discuss data and train in skills and strategies as needed.
- Achieve 3000, Systems 44, and Read 180 reading programs
- IMS

Targeted Barriers to Achieving the Goal **3**

- Various software have been unavailable which has been causes difficulty when the teacher and students are attempting to use the digital software/online resources. Teachers need more training on how to incorporate the digital curriculum in order to provide rigor in instructional delivery.

Plan to Monitor Progress Toward G2. **8**

Through implementation of the digital curriculum, student achievement will increase through formative and summative assessments.

Person Responsible

Douglas Szczinski

Schedule

Biweekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

Meeting/Discussion Notes, passing records and data, Performance Matters data, Florida state assessments, formative and informative assessment data

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. Student achievement will increase with the implementation of high cognitive complexity and autonomy tasks measured by student evidence of reaching the desired effect. (Division Priority: Accelerate Student Performance) **1**

 G072901

G1.B3 Teachers have difficulty using the state's item specs to plan rigorous tasks and assessments that are aligned to the standard. **2**

 B190337

G1.B3.S1 Teachers will plan lessons and assessments with high cognitive complexity and autonomy tasks that will be measured by student evidence aligned to the target. **4**

 S201726

Strategy Rationale

The need for teachers to plan for standards based lessons and assessments aligned to the standard.

Action Step 1 **5**

Through department meetings, teachers will develop and later delivery rigorous standards-based lessons.

Person Responsible

Douglas Szcinski

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Department meeting notes, sign-in sheets and lesson plans

Action Step 2 5

Teachers will work together to identify multiple forms of assessment strategies.

Person Responsible

Douglas Szcinski

Schedule

Quarterly, from 9/14/2015 to 6/8/2016

Evidence of Completion

List of assessment strategies, meeting notes and lesson plans

Action Step 3 5

During PLCs collaborative meetings, teachers will develop common formative assessments.

Person Responsible

Douglas Szcinski

Schedule

Weekly, from 9/14/2015 to 6/8/2016

Evidence of Completion

PLC meetings notes, sign-in sheets, formative assessments, and lesson plans

Action Step 4 5

Teachers will use common unit assessments to direct planning to increase student achievement.

Person Responsible

Douglas Szcinski

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Department meeting notes, sign-in sheets and lesson plans

Action Step 5 5

The leadership team will conduct i-Observations and provide teachers feedback on standards based lesson plan delivery and the tasks are aligned to the standard.

Person Responsible

Douglas Szcinski

Schedule

Weekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Through i-Observation, the leadership team will provide teachers ongoing feedback on the design questions to ensure teachers are utilizing the state standards throughout their delivery.

Person Responsible

Douglas Szcinski

Schedule

Weekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Through i-Observation data and feedback to teachers

Person Responsible

Douglas Szcinski

Schedule

Weekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback and lesson plan reviews

G2. Teachers will gain proficiency in the implementation of a digital curriculum in order to increase rigor, and thereby, student achievement. (Division Priority: Ensure college and career readiness) **1**

 G072902

G2.B2 Various software have been unavailable which has been causes difficulty when the teacher and students are attempting to use the digital software/online resources. Teachers need more training on how to incorporate the digital curriculum in order to provide rigor in instructional delivery. **2**

 B190339

G2.B2.S3 Teachers will facilitate student peer-to-peer collaboration to increase lesson rigor and increase student understanding, leading to higher student achievement. **4**

 S201732

Strategy Rationale

The need for teachers to collaborate to create rigorous lessons.

Action Step 1 **5**

Teacher capacity will be built through teacher-led PD regarding student collaboration through technology.

Person Responsible

Lisa Karcinski

Schedule

Monthly, from 5/25/2015 to 6/8/2016

Evidence of Completion

PD PowerPoint, PLC meeting notes, sign-in sheets, and agendas

Action Step 2 **5**

Teachers will facilitate peer-to-peer collaboration during their PLCs and create rigorous standards based lessons. Student evidence of achieving the desired effect will be planned for every lesson during PLC.

Person Responsible

Douglas Szcinski

Schedule

Weekly, from 9/7/2015 to 6/8/2016

Evidence of Completion

PLC meeting notes, agendas and sign-in sheets

Action Step 3 5

The leadership team will conduct i-Observations and provide teachers feedback as it relates to the utilization of technology to increase rigor in the classroom.

Person Responsible

Douglas Szcinski

Schedule

Weekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers and TIM (Technology Integration Matrix) walkthrough data

Action Step 4 5

Teachers will make use of tablets and technology to facilitate students collaborative processes.

Person Responsible

Douglas Szcinski

Schedule

Weekly, from 9/14/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback, TIM data and lesson plans

Action Step 5 5

Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.

Person Responsible

Jerome Naso

Schedule

Weekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

Coach's logs, i-Observations data/feedback

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Teachers will facilitate student peer-to-peer collaboration to increase rigor and student's understanding of the standard during instructional delivery.

Person Responsible

Douglas Szcinski

Schedule

Weekly, from 9/7/2015 to 6/8/2016

Evidence of Completion

During PLCs, teachers will plan together to create lesson plans that incorporate technology into their lessons and increase student engagement through peer-to-peer collaboration.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

During observations, the instructional leadership team will observe teachers incorporating technology to engage students and facilitate peer-to-peer collaboration to increase rigor in the classroom.

Person Responsible

Douglas Szcinski

Schedule

Weekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers, TIM walkthrough data and lesson plans

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.B3.S1.A1	Through department meetings, teachers will develop and later delivery rigorous standards-based lessons.	Szcinski, Douglas	8/24/2015	Department meeting notes, sign-in sheets and lesson plans	6/8/2016 weekly
G2.B2.S3.A1	Teacher capacity will be built through teacher-led PD regarding student collaboration through technology.	Karcinski, Lisa	5/25/2015	PD PowerPoint, PLC meeting notes, sign-in sheets, and agendas	6/8/2016 monthly
G1.B3.S1.A2	Teachers will work together to identify multiple forms of assessment strategies.	Szcinski, Douglas	9/14/2015	List of assessment strategies, meeting notes and lesson plans	6/8/2016 quarterly
G2.B2.S3.A2	Teachers will facilitate peer-to-peer collaboration during their PLCs and create rigorous standards based lessons. Student evidence of achieving	Szcinski, Douglas	9/7/2015	PLC meeting notes, agendas and sign-in sheets	6/8/2016 weekly

Orange - 1511 - West Orange High - 2015-16 SIP
West Orange High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	the desired effect will be planned for every lesson during PLC.				
G1.B3.S1.A3	During PLCs collaborative meetings, teachers will develop common formative assessments.	Szcinski, Douglas	9/14/2015	PLC meetings notes, sign-in sheets, formative assessments, and lesson plans	6/8/2016 weekly
G2.B2.S3.A3	The leadership team will conduct i-Observations and provide teachers feedback as it relates to the utilization of technology to increase rigor in the classroom.	Szcinski, Douglas	9/21/2015	i-Observation data and feedback to teachers and TIM (Technology Integration Matrix) walkthrough data	6/8/2016 weekly
G1.B3.S1.A4	Teachers will use common unit assessments to direct planning to increase student achievement.	Szcinski, Douglas	8/24/2015	Department meeting notes, sign-in sheets and lesson plans	6/8/2016 weekly
G2.B2.S3.A4	Teachers will make use of tablets and technology to facilitate students collaborative processes.	Szcinski, Douglas	9/14/2015	i-Observation data and feedback, TIM data and lesson plans	6/8/2016 weekly
G1.B3.S1.A5	The leadership team will conduct i-Observations and provide teachers feedback on standards based lesson plan delivery and the tasks are aligned to the standard.	Szcinski, Douglas	9/21/2015	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2016 weekly
G2.B2.S3.A5	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.	Naso, Jerome	9/21/2015	Coach's logs, i-Observations data/ feedback	6/8/2016 weekly
G1.MA1	Formative assessment data will be analyzed and instruction will be adjusted accordingly. I-Observation data and feedback to teachers will be ongoing and monitored. Lesson plans will be reviewed and feedback regarding implementation of the rotational model, and verification that lesson are taught consistently that match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.	Szcinski, Douglas	9/10/2015	Performance Matters data, i-Observation data/feedback, lesson plans, PLC meeting notes/agenda, and FCAT/EOC/FSA data	6/8/2016 weekly
G1.B3.S1.MA1	Through i-Observation data and feedback to teachers	Szcinski, Douglas	9/21/2015	i-Observation data and feedback and lesson plan reviews	6/8/2016 weekly
G1.B3.S1.MA1	Through i-Observation, the leadership team will provide teachers ongoing feedback on the design questions to ensure teachers are utilizing the state standards throughout their delivery.	Szcinski, Douglas	9/21/2015	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2016 weekly
G2.MA1	Through implementation of the digital curriculum, student achievement will increase through formative and summative assessments.	Szcinski, Douglas	9/21/2015	Meeting/Discussion Notes, passing records and data, Performance Matters data, Florida state assessments, formative and informative assessment data	6/8/2016 biweekly
G2.B2.S3.MA1	During observations, the instructional leadership team will observe teachers incorporating technology to engage students and facilitate peer-to-peer collaboration to increase rigor in the classroom.	Szcinski, Douglas	9/21/2015	i-Observation data and feedback to teachers, TIM walkthrough data and lesson plans	6/8/2016 weekly
G2.B2.S3.MA1	Teachers will facilitate student peer-to-peer collaboration to increase rigor and student's understanding of the standard during instructional delivery.	Szcinski, Douglas	9/7/2015	During PLCs, teachers will plan together to create lesson plans that incorporate technology into their lessons and increase student engagement through peer-to-peer collaboration.	6/8/2016 weekly

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.

G2. Teachers will gain proficiency in the implementation of a digital curriculum in order to increase rigor, and thereby, student achievement. (Division Priority: Ensure college and career readiness)

G2.B2 Various software have been unavailable which has been causes difficulty when the teacher and students are attempting to use the digital software/online resources. Teachers need more training on how to incorporate the digital curriculum in order to provide rigor in instructional delivery.

G2.B2.S3 Teachers will facilitate student peer-to-peer collaboration to increase lesson rigor and increase student understanding, leading to higher student achievement.

PD Opportunity 1

Teacher capacity will be built through teacher-led PD regarding student collaboration through technology.

Facilitator

Microsoft consultants and district and school based digital resource team

Participants

All instructional staff

Schedule

Monthly, from 5/25/2015 to 6/8/2016

Budget

Budget Data

1	G1.B3.S1.A1	Through department meetings, teachers will develop and later delivery rigorous standards-based lessons.	\$0.00
2	G1.B3.S1.A2	Teachers will work together to identify multiple forms of assessment strategies.	\$0.00
3	G1.B3.S1.A3	During PLCs collaborative meetings, teachers will develop common formative assessments.	\$0.00
4	G1.B3.S1.A4	Teachers will use common unit assessments to direct planning to increase student achievement.	\$0.00
5	G1.B3.S1.A5	The leadership team will conduct i-Observations and provide teachers feedback on standards based lesson plan delivery and the tasks are aligned to the standard.	\$0.00
6	G2.B2.S3.A1	Teacher capacity will be built through teacher-led PD regarding student collaboration through technology.	\$0.00

Budget Data

7	G2.B2.S3.A2	Teachers will facilitate peer-to-peer collaboration during their PLCs and create rigorous standards based lessons. Student evidence of achieving the desired effect will be planned for every lesson during PLC.				\$0.00
8	G2.B2.S3.A3	The leadership team will conduct i-Observations and provide teachers feedback as it relates to the utilization of technology to increase rigor in the classroom.				\$0.00
9	G2.B2.S3.A4	Teachers will make use of tablets and technology to facilitate students collaborative processes.				\$4,383.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1511 - West Orange High	General Fund		\$4,383.00
10	G2.B2.S3.A5	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.				\$0.00
					Total:	\$4,383.00