

Orange County Public Schools

Ocoee High



2015-16 School Improvement Plan

Ocoee High

1925 OCOEE CROWN POINT PKWY, Ocoee, FL 34761

www.ocps.net/lc/west/hoc

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	67%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	72%

School Grades History

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

Building relationships at Ocoee High School starts before school begins. Prior to school starting, Ocoee High has a freshmen orientation that is also known as Freshmen Fun Friday. During this event, students and parents are permitted to meet their teachers, guidance counselors, curriculum coaches, elected student government officials, as well as administrators. The following week, the school invites the rest of the student body and their parents to meet the staff.

During the first week of school, every teacher conducts ice breaker activities to get to know each student. Every teacher greets their students at the door prior to class beginning. Many teachers provide tutoring to students during lunch and after school for additional support or for struggling students. In addition, the guidance counselors meet all of their students assigned to them to talk about graduation requirements, individual goals, and preparation for life after high school.

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

At Ocoee High School, administrators and teachers are visible before, during, and after school. The teachers stand at their doors and greet every student prior to class beginning. Administrators utilize the class change times to talk with individual students about the students involvement with school activities, home life, or a teachable moment about the student's conduct. Administrators are visible at strategic parts of the campus to ensure that students have access to an adult no matter what part of the campus they are located in. During class change, teachers with planning periods monitor the halls to ensure that all students make it to class in a timely manner.

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

At Ocoee High School, we implement CHAMPS to promote positive behaviors and prevent negative behaviors. In addition, the school spends the first week of school going over CHAMPS lessons. The school also reviews these lessons at the beginning of the second semester.

The school is working to reduce referrals. The administrative team has a discipline matrix that is followed to ensure consistency across the campus. In addition, teachers use the district's behavior intervention form for level 1 offenses. This requires teachers to document a minimum of four interventions, four parent contacts, and four student interventions prior to writing a discipline referral. OHS implements PASS (Positive Alternative to Student Suspension) as part of the district initiative to help reduce the amount of instructional time lost due to students being suspended. In addition, PASS

helps to build positive relationships in order to prevent any future negative behaviors. OHS deans participated in the Restorative Justice training.

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

The safety and well being of students at Ocoee High School is a top priority. Therefore, we have several resources available to students to ensure the social and emotional needs are met for all students. There are six guidance counselors that make it a priority to interact with every student at Ocoee High School. In addition, the counselors assist students in personal, social and educational development, provide support and consultation to ensure students have the optimum learning experience, and coordinate conferences with the students, parents, and instructional staff to provide guidance to help the student succeed.

Also, OHS has a safe coordinator. Through Peer Counseling, the safe coordinator plans and implements programs and activities to reduce school violence, prevent suicide, bring awareness to bullying, promote character education, and engage students in appropriate behavior. The safe coordinator is also visible throughout the campus before, during, after, and between classes. In addition, the safe coordinator provides a judgement free safe zone where students can discuss any personal matters.

Furthermore, OHS uses Eden's Hope Behavior Services, LLC, an OCPS approved vendor. Part of Eden's Hope is the iAM program. The purpose of this program is to help students build the road to success and make better choices. Through the iAM program, a mentor is available on campus weekly to help students develop self awareness and confidence, practice new behaviors, and help to effectively deal with some present life issues and concerns. Students are referred to the iAM program through guidance counselors, teachers, the safe coordinator, and administration.

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

Ocoee High School has an attendance dean to target students who are frequently late, absent, suspended, or truant. The attendance dean runs a 5 day absence, 10 day absence, and truancy report twice a month and mails out letters to parents.

If a student has 15 or more excused absences, the the attendance dean makes contact with the parent to follow up with why the child is frequently absent.

For students failing English Language Arts or Mathematics classes, the teachers are the first line of defense and are instructed to call parents of students who have a D or an F in the course prior to progress report and quarter grades. If necessary, the teacher also request a conference with the parent and guidance counselor to talk about how the child can be successful in the course.

Students who score a level 1 on statewide or standardized assessments in English Language Arts or mathematics are identified prior to the start of school and placed in an intensive reading and/or intensive mathematics course for additional support.

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	118	100	85	78	381
One or more suspensions	89	62	44	28	223
Course failure in ELA or Math	176	129	82	32	419
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	96	64	43	20	223

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

After a student receives a 10 day unexcused absence letter, the dean holds a warning conference with the student. If the student is absent again, then an ACST (Attendance Child Study Team) meeting is held to include three school personnel and it may include the parent and student. During the meeting, the child is made aware of alternative education programs if the student would like to withdraw or the student is placed on an attendance contract. The only absences excused at the point is with a doctor's note. If a student under 16 violates the contract, the social worker proceeds with truancy. If the student is over 16 and violates the contract, then the parents must give permission to proceed with truancy. The social worker meets with a dean and an assistant principal every Friday to ensure that the school is following up on frequent absent students.

If students have excused absence due to medical reasons, then the school recommends hospital home-bound or virtual school so the student can continue their education.

Students who fail English Language Arts, mathematics and/or received a Level 1 on statewide or standardized assessments have the option of attending tutoring through individual teachers and on Saturday's. Transportation is provided on Saturday to increase the number of students who attend tutoring.

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

The school uses the School Advisory Council (SAC) to build positive relationships with families, increase involvement within the school, inform stakeholders of the school's progress, and communicate the school's mission and vision.

The principal also sends out a weekly Connect Orange message via phone, email, and text to inform

parents and the community of upcoming events and announcements, such as progress reports, report card dates, and important curriculum nights.

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

Ocoee High School builds and sustains partnerships with the local community through the PIE (Partners in Education) coordinator. The coordinator solicits local businesses and invites them to school athletic events, informational sessions, back to school events, curriculum nights, and SAC meetings.

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
Floyd, William	Principal
Hutchinson, Tamirra	Assistant Principal
Dalton, Donna	Assistant Principal
Gorberg, Christy	Assistant Principal
Wright, Barbara	Instructional Coach
Stewart, Kelleen	Instructional Coach
Edwards Lee, Cathy	Other
Rivera, Grisel	Instructional Coach
Solano, Gina	Instructional Coach
Wagner, Donna	Instructional Coach
Blevins, Jodi	Dean
King, Cicero	

Duties

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

William Floyd (Principal), Donna Dalton, Tamirra Hutchinson, and Christy Gorberg (Assistant Principals): Provide the common vision for the use of data-based decision making and oversees the use of MTSS. Each Assistant Principal is responsible for a specific portion of the MTSS Grisel Rivera (ESOL Compliance) and Kelleen Stewart (ESE Compliance); Serves as the team facilitator.

Barbara Wright (Reading Coach), Gina Solano (Math Coach): Develop, lead and evaluate school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches. Provides the necessary staff development for MTSS and monitors student data to make necessary changes in plans as needed for the differentiation of individual students.

Cathy Edwards-Lee (SAFE Coordinator), Jodi Blevins, Cicero King, Donna Wagner (Administrative Deans) Develop, lead and evaluate the school Positive Behavior Model (CHAMPS), identify and analyze existing literature on scientifically based behavior assessments and intervention approaches.

They compile and assess data from county sources for progress monitoring of behavior interventions. Pamela Boodram, Lauren Burg, Jennifer Neiswanger, Jennifer Rogers, Emily Schweim, Stephanie Walker (Guidance Counselors) Provides historical data for individual students and participates in the collection of student data. Work with general education teachers to create Tier 2 and Tier 3 interventions for individual students.

Simone Webster (Staffing Specialist) Jessica Nelson (Social Worker), and Melissa Mowat (School Psychologist). Participate in the collection, interpretation, and analysis of data; facilitate development of intervention plans, provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities.

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 meets once a month to review the screening data provided through county data sources and state sources. The team decides what additional information needs to be gathered by further testing. The team then evaluates the data. Through the data analysis, the team creates and monitors the school-wide MTSS programs. Collaboration meetings will occur when the team problem solves the data and shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. Interventions are implemented based upon a tiered model of delivery instruction. The tiered model of delivery instruction for tier one includes general education classes which offer the basic instruction in the core area subjects. Tier two level instruction includes intensive reading and intensive math classes offered to students who do not achieve appropriate achievement levels on the retake FCAT and math end of course exams. Tier three interventions include tutoring and instruction offered after school and during the school day.

Title 1 Part C Migrant: Ocoee High School provides the Migrant Program under the direction of the Migrant Program Coordinator. The program strives to create a supportive learning environment, reduce the number of migrant students below grade level on FCAT (retake) and FSA Reading/Math exams, increase graduation rate, supplement instruction with dropout prevention services, and overall improve the child's self concept by extending health and counseling services. In addition, the Migrant Program provides orientations and training to migrant parents encouraging their support and involvement in their child's education.

Title X Homeless: OCPS provides professional development regarding Homeless programs. The SAFE Coordinator provides information to affected families to help identify needs and to provide information and assistance.

Our SAI funds are used to partially fund our math coach, which in turn increases rigor in our math classes, supplements instruction and overall improves success on EOC and FSA exams.

Nutrition programs: Ocoee High School participates the OCPS Food and Nutrition Services program. The program provides meals under the guidance of the USDA. The school breakfast provides one quarter or more while lunch provides one third or more of daily nutrient requirements and both are consistent with the Dietary Guidelines for Americans. The OCPS FNS provides quality nutritious meals in a customer friendly environment, to enhance and support all students and educators ability to achieve academic excellence while forming healthy lifelong eating habits. Steps taken include restricting items that contain Trans fat, limiting the amount of sugar in breakfast cereal, using whole grain and whole wheat products, serving 100% fruit juice and calcium fortified orange juice, offering only low fat milk products and reduced fat cheeses, not serving fried foods and providing fresh fruits or vegetables every day.

CTE: Ocoee High School consistently offers a variety of elective courses that provide students with the opportunity to explore career interests. Ocoee offers engineering/robotics courses, web design, technology, digital gaming, television production, drafting, and industrial arts. Academic programs give students the opportunity to apply skills and knowledge learned through regional, state, and

national competitions for specific career areas.

Ocoee High School also offers courses at local technical and career centers that match student interests and post-secondary goals. In 2015-16, students are participating in fields including veterinary

science, emergency medical services, nursing, health sciences, agriculture, auto body collision, automobile repair, cosmetology, nails specialty, welding, commercial foods/culinary arts and commercial photography.

Ocoee High School students are transported to several locations throughout the district that may include

locations at Orlando Technical Center, Mid-Florida Technical Center, Westside Technical Center, and the Gateway Academy for instruction in these career programs.

Ocoee High School also offers the Air Force Junior Reserve Officer Training Center program (JROTC). The

JROTC educates and trains high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.

The

AFJROTC program is grounded in the Air Force core values of integrity first, service before self, and excellence. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Floyd, William	Principal
Bellamy, Rodney	Parent
Bellamy, Katrina	Parent
Salisbury, Colleen	Parent
Rivera, Grisel	Education Support Employee
Miyar, Jennifer	Business/Community
Baerga, Carmen	Teacher
Isaacs, Cynthia	Parent
Matthews, Tamika	Parent
Ford, Genesis	Student
Love, Danisha	Teacher
Wagner, Courtney	Teacher
McDonald, Pam	Parent
Sieter, Sharon	Parent
Moran, Tish	Student
Klonaris, Despina	Business/Community

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

The SAC committee assists in the preparation and evaluation of the school improvement plan for the school year. During the first meeting, the committee reviews the 2015-16 school data. The committee discusses the school's goals that were accomplished and goals that were not accomplished. Then, the committee will determine on future goals for the 2015-16 school year based on the data.

Development of this school improvement plan

During the first few meetings the SAC reviews the results of the school's previous year data. The SAC discusses the direction of the School Improvement Plan for the school year and proposes changes and updates to the strategies to improve student achievement.

Preparation of the school's annual budget and plan

The SAC assists in the preparation of the school's annual budget for implementing school improvement.

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

There were no funds spent in the 2014-15 school year. These funds have been transferred over into the 2015-2016 budget.

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
Gorberg, Christy	Assistant Principal
Stewart, Kelleen	Instructional Coach
Wright, Barbara	Instructional Coach
Floyd, William	Principal

Duties

Describe how the LLT promotes literacy within the school

The main goal of the LLT is to increase student achievement in reading and writing. The LLT is using a train-the-trainer model in the Literacy Design Collaborative. Last year, the trainers received extensive training on implementing the common core standards in the LDC model. This year the trained teachers are training peers across the content areas in the LDC implementation. Software product Achieve 3000 will be used in reading classes in grades 9 and 10, after school tutoring, before school tutoring, small group instruction, progress monitoring monthly, and data meetings with individual teachers to track and monitor the lowest quartile of students based upon previous FCAT reading scores. Student conferencing is being conducted by teachers so students can set goals and work toward passing ACT/FCAT. Teachers are meeting weekly in their collaborative groups and are submitting common lesson plans to be reviewed by Assistant Principals. Teachers are also discussing and reviewing data with their colleagues as well as the reading coach and Assistant Principal. A data wall in the reading coach's meeting room informs teachers where the teams meet. Professional development on instructional reading strategies to assist the lowest quartile. The

students in ESOL-DLA will use Read 180. Progress monitoring occurs on a monthly basis. Core Connections, district approved writing strategy, are embedded across content areas to support the new standards in writing.

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

Ocoee High School's core content areas have common planning periods to collaborate lesson plans, formative assessments, and analyze data. In addition, teachers are assigned to a PLC where they focus on a specific Marzano Element and work on cross curricular lessons.

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

District and school based recruiting sources are utilized to obtain the highest quality personnel possible. This includes, but is not limited to, out-of-state recruiting trips, college recruiting fairs, and formal advertising venues. In order to retain highly qualified personnel, the principal promotes a positive working environment via shared decision-making and personnel recognition programs. Numerous in-services are offered to ensure continued high performance.

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

The Curriculum Resource Teacher conducts the new teacher induction program. The CRT conducts initial introduction to school during pre-planning and holds monthly meetings with all new teachers to review instruction. A mentor teacher is paired with a new teacher or teacher who is completing the Alternative Certification Program (ACP). Each mentor is assigned to the new teacher based upon the area of certification, classroom experience, and completion of the clinical educator program. These teachers meet together in monthly meetings and facilitated classroom visitation with reflections. Mentor teachers work on instructional strategies with their partner to facilitate quality instruction. Mentor teachers model classroom lessons. Professional Learning Community meetings are held weekly with the mentor teacher and new teacher.

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 Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

At Ocoee High School, each teacher is part of a collaboration based on the content they teach. Within the content, area, there is a data leader. The data leader is responsible for collecting formative assessment data based on the standards. The data is pulled from teacher created benchmark assessments, mini assessments, quizzes, and test. Once the data is collected, teachers analyze the data for student deficiencies and base their lessons plans on standards that students are lacking. In addition, for students who mastered standards, the teachers are able to differentiate instruction using digital resources to meet students where they are. As well, during the first few weeks of school, teachers make decisions on moving regular students to honors classes, honors students to advance placement classes based on student performance.

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: Weekend Program

Minutes added to school year: 2,700

A Saturday tutoring program to help increase student achievement on Advanced Placement exams, as well as, US History End-of Course, Biology End-of-Course, and FSA Assessments is implemented for the second semester. Students who attend the tutoring will be provided with the option of bus transportation to and from Ocoee High School. The tutoring will consist of student centered learning and collaboration, hands on activities, and digital instruction from certified OPCS teachers. The Saturday tutoring will be conducted for three hours each Saturday starting the second quarter of the 2015-2016 school year.

Strategy Rationale

Many students have not passed standardized assessments or core classes to meet graduation the necessary graduation requirement. Therefore, additional support is provided by certified OPCS teachers on Saturdays to help students become successful. In addition, students enrolled in Advanced Placement courses require a score of 3 or better to receive college credit for the course. Therefore, the AP teachers are available on Saturdays to assist students with test preparation in hopes that the students scores a level 3 or above.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dalton, Donna, donna.dalton@ocps.net

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

Advanced placement exam results, PERT, Math/ELA FSA assessments and Biology EOC results

Strategy: After School Program

Minutes added to school year: 3,200

Tutoring is provided for students who need additional support in across content areas.

Strategy Rationale

The need for additional opportunities for students/athletes in core academics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dalton, Donna, donna.dalton@ocps.net

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

Formative assessments, Performance Matters data, Progress Book data and other forms of summative data.

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

Before school begins, Ocoee High School sends letters to all students who are at-risk. This includes students who have below a 2.0 GPA, missing credits based on their cohort, or have not passed their standardized assessments required for graduation. After school begins, the guidance counselors meet with each one of those students to discuss options on how they can get back on track for graduation.

In 8th grade, OHS guidance counselors visit the feeder middle schools to assist them with registering for their courses that they will take when they attend high school. Also, OHS invites all incoming freshmen students to an orientation known as "Freshmen Fun Friday." Students receive first hand experience on what it would be like to attend Ocoee High School through the 30 minute tour. In addition, students have an opportunity to meet teachers, staff, coaches, club sponsors, administrative team and guidance counselors.

At the end of the first quarter, at risk freshmen students meet with their guidance counselor to discuss tutoring and other options to help raise their grades/GPA.

The guidance counselors at Ocoee High School host grade level assemblies to discuss graduation requirements by cohort and to discuss the various diploma designations.

In addition, the counselors complete post-secondary plans for all junior and senior students to ensure each student has taken their required credits, as well as include their after graduation plans (i.e. college choice, work, military, etc.). Also, for juniors and seniors who are severely at risk, the counselors discuss alternative options, such as Sheeler, Sunshine, and other charter schools. The charter schools are invited to OHS to meet with those students who will benefit from attending. Students are referred to these institutions to assist them with obtaining the necessary credits and increase their GPA. Students who meet the necessary requirements and are on track with their graduating cohort are invited back to OHS to finish high school.

Lastly, Ocoee High contacts students who did not meet the graduation requirements in four years, but would possibly qualify as a fifth year graduate. OHS assist these students with obtaining their diploma

or GED and OHS pays for the student to take the ACT if the only thing they lack is a FCAT reading concordant score.

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

Ocoee High School provides all freshmen, sophomores, and juniors the ability to take PSAT. All seniors will take the SAT. In addition, all juniors will take the Armed Services Vocational Aptitude Battery (ASVAB) test. All students are welcome to visit the fully staffed College and Career Center. Guidance counselors meet with every 12th grade senior to ensure that all students are well advised for their post secondary plans. In addition, during the senior assembly, OHS assists all students in completing the Bright Futures application.

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

Ocoee High School is a part of the digital curriculum project and every student has been outfitted with a MacBook Air laptop. This provides every student the ability to access curriculum via platform and software used in private industry.

Ocoee High School consistently offers a variety of elective courses that provide students with the opportunity

to explore career interests. Ocoee offers engineering/robotics courses, digital design, informational technology assistance, photographic specialist, digital video production, building trade & construction, blueprint reader, and food preparation. Academic programs give students the opportunity to apply skills and knowledge learned through regional, state, and national competitions for specific career areas. In addition Ocoee High School offers courses at local technical and career centers that match student interests and post-secondary goals. In 2015-16, students participate in fields including veterinary science, emergency medical services, nursing, health sciences, agriculture, auto body collision, automobile repair, cosmetology, nails specialty, welding, commercial foods/culinary arts and commercial photography. Ocoee High School students are transported to several locations throughout the district that may include locations at Orlando Technical Center, Mid-Florida Technical Center, Westside Technical Center, and the Gateway Academy for instruction in these career programs.

Ocoee High School also offers the Air Force Junior Reserve Officer Training Center program (JROTC). The

JROTC educates and trains high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.

The

AFJROTC program is grounded in the Air Force core values of integrity first, service before self, and excellence. The curriculum emphasizes the Air Force heritage and traditions, the development of flight,

applied flight sciences, military aerospace policies, and space exploration.

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

Ocoee High School utilizes advanced placement classes with various support structures. Ocoee High School provides all 9th 10th, and 11th grade students the ability to take PSAT and all 12th grade students the opportunity to take the SAT. In addition Ocoee promotes the Armed Services Vocational Aptitude Battery heavily.

In the 2014-15 school year, over 1100 students were enrolled in Career Educational course on Ocoee High School's campus.

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

Ocoee High School provides the Post Secondary Readiness Test to all junior students who have a level 2 or 3 on the reading 2014-2015 FCAT, and a level 2, 3, or 4 on the Algebra I EOC assessment. In addition, all seniors enrolled in the math for college readiness and English for college readiness course take the PERT exam. Also, students interested in dual enrollment or students who exhibit qualities of a dual enrollment student take the PERT. This allows more students an opportunity to meet the post readiness concordant score in math and reading and meet the Algebra concordant score if they have not completed that graduation requirement

The guidance counselors and the CTE coordinator assist with encouraging more students to take advance placement and/or CTE courses. During the 2014-15 school year, there were over 1100 students in an AP course and over 1000 students enrolled in a CTE course.

All 9th, 10th, and select 11th grade students take the PSAT. The results from the PSAT is used to place students in AP courses and possibly qualify for a bright futures scholarship.

The guidance counselors provide junior and senior students with ACT waivers.

The district transition counselor visits OHS once a month and assists students with filling out FAFSA documents and college applications.

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:

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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.** Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital)

- G2.** Increase student achievement and actively engage students through the implementation of the digital curriculum. (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. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital) 1a

G072959

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	40.0
AMO Math - All Students	59.0
AMO Reading - All Students	67.0
Bio I EOC Pass	67.0
U.S. History EOC Pass	70.0

Resources Available to Support the Goal 2

- Common Planning for Algebra I teachers
- Deconstruct FSA Algebra I standards
- Agile Mind Assessments aligned to standards that correlates with FSA Assessments
- Math Coach will assist teachers with lesson planning and curriculum alignment
- Math Coach will assist teachers with lesson planning and curriculum alignment
- Rotational Model
- IMS
- Achieve 3000, Systems 44, Read 180
- Springboard

Targeted Barriers to Achieving the Goal 3

- Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard.

Plan to Monitor Progress Toward G1. 8

Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.

Person Responsible

William Floyd

Schedule

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

Evidence of Completion

Florida state assessments and formative and summative data

G2. Increase student achievement and actively engage students through the implementation of the digital curriculum. (Division Priority: Ensure college and career readiness) 1a

G072960

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0
Algebra I FSA EOC Pass Rate	40.0
AMO Reading - All Students	67.0
Bio I EOC Pass	67.0
U.S. History EOC Pass	70.0

Resources Available to Support the Goal 2

- All students are provide a one-to-one device for digital learning.
- All teachers will be provided feedback every 3 weeks through observations.
- Academic Coaches and Instructional Leaders will provide frequent feedback and engagement strategies.
- Feedback on lesson plans.
- IMS

Targeted Barriers to Achieving the Goal 3

- Teachers inconsistent use of technology programs to guide their delivery model.

Plan to Monitor Progress Toward G2. 8

Student achievement will increase with effectively using multiple strategies in order to implement the digital curriculum with fidelity.

Person Responsible

William Floyd

Schedule

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

Evidence of Completion

i-Observation data and feedback to teachers, summative and formative 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. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital) **1**

 G072959

G1.B3 Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard. **2**

 B190492

G1.B3.S1 Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process. **4**

 S201924

Strategy Rationale

The need for teachers to become more familiar with the Florida standards.

Action Step 1 **5**

Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.

Person Responsible

Barbara Wright

Schedule

Monthly, from 9/16/2015 to 6/8/2016

Evidence of Completion

Sign-in sheets and agenda

Action Step 2 5

The leadership team will conduct i-Observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard.

Person Responsible

William Floyd

Schedule

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

Evidence of Completion

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

Action Step 3 5

Instructional coaches will provide modeling and side-by-side coaching for struggling teachers. Instructors will have the opportunity to observe peers who have embedding the process effectively.

Person Responsible

Barbara Wright

Schedule

Weekly, from 10/7/2015 to 6/8/2016

Evidence of Completion

Coach's logs, i-Observations data/feedback

Action Step 4 5

LSI will continue to support the leadership team with the utilization of the instructional framework.

Person Responsible

William Floyd

Schedule

Quarterly, from 9/16/2015 to 6/8/2016

Evidence of Completion

LSI trend data

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

William Floyd

Schedule

Weekly, from 9/14/2015 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, teachers will embed standards based lessons through delivery and align tasks to the standard.

Person Responsible

William Floyd

Schedule

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

Evidence of Completion

i-Observation data and feedback and lesson plan reviews

G2. Increase student achievement and actively engage students through the implementation of the digital curriculum. (Division Priority: Ensure college and career readiness) 1

G072960

G2.B3 Teachers inconsistent use of technology programs to guide their delivery model. 2

B190496

G2.B3.S1 Teachers will be provided PD on a specific technology program in order to delivery their instruction. 4

S201927

Strategy Rationale

The need for teachers to have a consistent program in order to monitor students progress towards goals.

Action Step 1 5

Teachers will be provided PD on Edmodo in order to implement the program throughout all classrooms to ensure monitoring of progress towards goals.

Person Responsible

Kelleen Stewart

Schedule

Quarterly, from 8/19/2015 to 6/8/2016

Evidence of Completion

Sign-in sheets and agendas

Action Step 2 5

The leadership team will conduct i-Observations and provide teachers feedback as it relates to the utilization of Edmodo in order to consistently monitor students progress towards goal.

Person Responsible

William Floyd

Schedule

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

Evidence of Completion

i-Observation data and feedback to teachers

Action Step 3 5

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

Person Responsible

Kelleen Stewart

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.B3.S1 6

Teachers will be provided PD on Edmodo in order to consistently monitor students progress towards the goal. Teachers will implement the usage of the program throughout all content areas.

Person Responsible

Kelleen Stewart

Schedule

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

Evidence of Completion

Sign-in sheets, agenda, PD, lesson plans and observation data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The leadership team will conduct observations and provide teachers feedback on the usage of technology in order to engage students through the digital curriculum.

Person Responsible

William Floyd

Schedule

Weekly, from 9/30/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers

Appendix 1: Implementation Timeline

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

Orange - 0252 - Ocoee High - 2015-16 SIP
Ocoee High

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	Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.	Wright, Barbara	9/16/2015	Sign-in sheets and agenda	6/8/2016 monthly
G2.B3.S1.A1	Teachers will be provided PD on Edmodo in order to implement the program throughout all classrooms to ensure monitoring of progress towards goals.	Stewart, Kelleen	8/19/2015	Sign-in sheets and agendas	6/8/2016 quarterly
G1.B3.S1.A2	The leadership team will conduct i-Observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard.	Floyd, William	9/21/2015	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2016 weekly
G2.B3.S1.A2	The leadership team will conduct i-Observations and provide teachers feedback as it relates to the utilization of Edmodo in order to consistently monitor students progress towards goal.	Floyd, William	9/14/2015	i-Observation data and feedback to teachers	6/8/2016 weekly
G1.B3.S1.A3	Instructional coaches will provide modeling and side-by-side coaching for struggling teachers. Instructors will have the opportunity to observe peers who have embedding the process effectively.	Wright, Barbara	10/7/2015	Coach's logs, i-Observations data/ feedback	6/8/2016 weekly
G2.B3.S1.A3	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.	Stewart, Kelleen	9/21/2015	Coach's logs, i-Observations data/ feedback	6/8/2016 weekly
G1.B3.S1.A4	LSI will continue to support the leadership team with the utilization of the instructional framework.	Floyd, William	9/16/2015	LSI trend data	6/8/2016 quarterly
G1.MA1	Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.	Floyd, William	9/21/2015	Florida state assessments and formative and summative data	6/8/2016 weekly
G1.B3.S1.MA1	Through i-Observation data and feedback to teachers, teachers will embed standards based lessons through delivery and align tasks to the standard.	Floyd, William	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.	Floyd, William	9/14/2015	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2016 weekly
G2.MA1	Student achievement will increase with effectively using multiple strategies in order to implement the digital curriculum with fidelity.	Floyd, William	10/6/2015	i-Observation data and feedback to teachers, summative and formative data	6/8/2016 weekly
G2.B3.S1.MA1	The leadership team will conduct observations and provide teachers feedback on the usage of technology in order to engage students through the digital curriculum.	Floyd, William	9/30/2015	i-Observation data and feedback to teachers	6/8/2016 weekly
G2.B3.S1.MA1	Teachers will be provided PD on Edmodo in order to consistently monitor students progress towards the goal. Teachers will implement the usage of the program throughout all content areas.	Stewart, Kelleen	9/14/2015	Sign-in sheets, agenda, PD, lesson plans and observation data	6/8/2016 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. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital)

G1.B3 Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard.

G1.B3.S1 Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process.

PD Opportunity 1

Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.

Facilitator

Instructional coaches

Participants

All instructional staff

Schedule

Monthly, from 9/16/2015 to 6/8/2016

G2. Increase student achievement and actively engage students through the implementation of the digital curriculum. (Division Priority: Ensure college and career readiness)

G2.B3 Teachers inconsistent use of technology programs to guide their delivery model.

G2.B3.S1 Teachers will be provided PD on a specific technology program in order to delivery their instruction.

PD Opportunity 1

Teachers will be provided PD on Edmodo in order to implement the program throughout all classrooms to ensure monitoring of progress towards goals.

Facilitator

Instructional Coaches

Participants

All instructional staff

Schedule

Quarterly, from 8/19/2015 to 6/8/2016