

Orange County Public Schools

West Orange High



2017-18 Schoolwide Improvement Plan

West Orange High

1625 BEULAH RD, Winter Garden, FL 34787

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	B

**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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	16
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for West Orange High

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

a. 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 school community stakeholders (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 research 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. During Warrior Welcome, students are able to meet their teachers before school starts, in addition to exploring the various clubs and organizations that are offered on our campus. This event fosters relationship building between students and teacher prior to the first day of school. Throughout the school year, we have a plethora of traditions and events, including pep rallies, Warrior-athon, and Open House. Club Rush takes place during lunches and offers students opportunities to learn more about participation options with various clubs and organizations.

b. 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 maintained in accordance/compliance with all applicable regulations while all school operations are efficient and effective with no exceptions that adversely affect student learning.

c. 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. In addition, WOHS utilizes an alternative disciplinary consequence called PASS, which places students in an alternative classroom to complete their school work but constricting their social opportunities as part of the consequence. Restorative Justice Circles are utilized to bring students to common ground when behavior conflicts are the result of social-emotional conflicts within student peer groups.

d. 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 High School utilizes a full-inclusion model, which provides a range of services to ESE students according to the necessary placement per their Individualized Education Plans. Students are placed in the Least Restrictive Environment, with some ESE students working towards mastery of standards through ACCESS points. Other students are provided services through Learning Strategies or Career Planning courses and are placed with certified ESE instructors. The placement process involves initial placement meetings, annual review meetings. Teachers are provided ongoing professional development as appropriate to the job role on best practices for inclusive education according to BPIE indicator 15.

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 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. West Orange High School provides AIM, a

mentoring program for minority students and PEER, a peer counseling program that any student on our campus has access to.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 placed on improvement plans and monitored.

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

Course failure in ELA or math: course recovery is offered for students, additional tutoring is offered to students.

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

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	271	256	237	173	937
One or more suspensions	0	0	0	0	0	0	0	0	0	158	131	101	57	447
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	375	415	357	218	1365
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	172	184	0	0	356

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	278	288	179	109	854

c. 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 performance. Improvement Plans are utilized to assist students in developing and meeting identified goals towards regularly attending school and improving their academic performance. 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 performance 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Although we have excellent parental involvement, parents who are involved represent only a small portion of our student population demographically. Since the majority of our parent volunteers are upper middle class white females, we will 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 of their child's progress.

2. 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 throughout the year to inform parents as to the requirements of graduation and developing Post Secondary Plans appropriately.

Sessions are held to acclimate parents with the new digital curriculum and resources that will be implemented during the 2017-18 school year. Our guidance department has provided personalized orientations for each grade level; these take place in the evening and over the summer to foster greater parent and student involvement.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Floyd, William	Principal
Ball, Chris	Dean
Wells, Kimberly	Dean
Shuler, Timothy	Assistant Principal
Naso, Jerome	Instructional Coach
Shreffler, Bradley	Instructional Coach
Hurst, Toby	Dean
Owens, Marie	Instructional Coach
Smith, Meke	Instructional Coach
Vetter, Mary	Assistant Principal
Wessal, Kenaio	Assistant Principal
Rivera, Gricel	Dean
Randolph, Paulette	Dean
Santana, Kimberly	Assistant Principal

b. Duties

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

Bill Floyd - •Owner •athletics• evaluations •budget•supplements•evaluating administrator meetings (PLCs)•graduation•Technology•Pre-Planning•PD Calendar•EOC, EOY Data •Credit Recovery•Community Relations•Advanced Placement Data•Credit Recovery

Kim Santana- Owner Science and Math-Testing - Testing Accommodations - •Evaluating Administrator Meetings (PLCs)

Wessal Kenaio -•Owner ESE, Drama, Music, and art Data•All things PLC's•Graduation Rate•Master Schedule•
•Evaluating Administrator Meetings (PLCs)•Teacher Certification •Evaluating Administrator Meetings (PLCs)Curriculum Guide•Feeder Patterns•FTE/Student Counts•MTSS•GED Program/Exit Options•Grade Verification, Reporting, Progress Reports, Report Cards•ACT/SAT/PSAT Team•Exam Schedule Team•Opening Day/Week Procedures•AP team•Senior Walk-Out•Certify•Senior Statistics•FTE Audit•Bell Schedules-Credit Recovery-504's-College and Career Planning-Academic Awards

Mary Vetter - •Owner Social Studies Data (EOC) and Programs•Discipline (Matrix, Tardies, Dress Code, Electronic Devices)•Supervision Chart•FRL•Evaluations•Evaluating Administrator Meetings (PLCs)•Parking (Student)•After School Detention•PASS•Mentoring Programs•Summer School-Calendar•School Improvement Plan (SIP and SAC)•Communication (Social Media and Newsletter)•Exam Schedule Team•School Statistics/ AdvanceEd•

Timothy Shuler - •Owner Math ELA and Programs•Facilities•Supervision•Rentals• Inventory•Evaluations•Evaluating Administrator Meetings (PLCs)•ESOL/ESOL Compliance-Master Calendar•Fire Extinguishers•Fire / Evacuation Drills•Parking (Faculty)•Keys•Radios•Industry Certifications•CTE / Dual Enrollment

Gricel Rivera - •Referrals: •Supervision•Parking•PASS Lunch•AIM Mentoring•Code of Conduct-A/B

Honor Roll

Paulette Randolph - •Referrals: •Supervision•Busses-AIM Mentoring - ADDitions-Ultimate Warrior Program-Senior Mentorship Program

Chris Ball - •Referrals: Coordinate Detention•Supervision•Busses•5 Star School Award-Lockers-Partners in Education

Toby Hurst - •Child Study Team Meetings•Tardies•Absences•Alternative Placement / Schools
•School Improvement Plan - Field Trips - SAC

Brad Shreffler - •Teacher Certification• Warrior Schedule Pick-Up
Day•Supervision•Schools•Interns•PD Hours•Organization of PLC's•PD Calendar•New Teacher Orientation-Digital Instruction Coordinator

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

Meke Smith -•Supervision•Increase scholarship dollars
•Increase college admission to top 100 schools•Increase college admission to top Super Scholar Schools•Owner College and Career Center (activities, hours)•Dual Enrollment •Valencia•CTE Collaboration•College Visits/Nights•Coordinate Informational Parent Nights•Bright Futures•FASFA Completion•KHAN Academy•ACT/SAT/AP Score Adviser •ACT/SAT registration•Career Inventories

MTSS is made up of the Principal, assistant principals, instructional coaches, CCT, placement specialist, 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 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 a teacher's 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.

2. 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, the learning resource specialist, staffing specialist 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. This also includes the 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, ACCESS points, FSA, PERT, ACT, and 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
William Floyd	Principal
Dana Bumford	Parent
Denise Gregorie	Parent
Candy Ryan	Parent
George Larsen	Teacher
Kathy Keiber	Parent
Marcia Bouchie	Teacher
Vikki Rogers	Business/Community
Julie Sadlier	Parent
Beth Bobo	Parent
Angel Butler	Parent
Michael Dinkel	Parent
Wessal Kenaio	Teacher
Wai Tze Mah	Parent
Mary Vetter	Teacher
Neena Wilson	Education Support Employee
Maria Evans	Parent
Toby Hurst	Teacher
Helen Adler	Parent
Sarah Boudreaux	Parent
Teresa Conn	Parent
Kelly DeLattre	Parent
Edmund Fisher	Parent
Marcy Gibbs	Parent
Joann Hamrick	Business/Community
Ellen Hickey	Business/Community
Shari Johnson	Parent
Lisa McCarthy	Business/Community
Sandy Morrissey	Parent
Joelynn Moses	Parent
Jennifer Mulligan	Parent
Eric Rauch	Parent
Pam Rawlins	Parent
Cheryl Roesch	Parent
Timothy Shuler	Education Support Employee
Roberta Siler	Parent
Rose Sirois	Parent
Katheryn Snyder	Parent

Name	Stakeholder Group
Kristin Stroup	Parent
Jennifer Swanson	Parent
Patti Tozzi	Parent
Melanie Winslow	Parent
Deonte White	Student
Nadia Morel	Education Support Employee
Imran Khan	Education Support Employee
Imee Fernandez	Teacher
Henry Wright	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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 surveys 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. West Orange High School is always striving for excellence in the way we educate students.

b. Development of this school improvement plan

The principal, as the 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 High School Consortium Office with key areas of focus targeting student achievement, quality of teaching, behavior & safety and leadership and management.

c. Preparation of the school's annual budget and plan

A multidisciplinary group of school community stakeholders (i.e. administrators, parents, students, teachers, community members, etc.) is 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 2017-18 school year to ensure that we are a high performing school within OPCS.

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

Remaining funds in the SIP categorical within the school budget will be used for parent workshops and/or faculty grants.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Floyd, William	Principal
Marquez, Christine	Teacher, K-12
Samaroo, Priya	Teacher, K-12
Scherfer, Suzanne	Teacher, K-12
Say, Jimmy	Teacher, K-12
Owens, Marie	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The West Orange High School Literacy Team includes a reading coach, and administrators. The team conscientiously uses data to establish literacy goals for the school year. After goals have been established, the team creates a plan of action and meets quarterly, (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 and District PLCs.
- Implementing Florida State Standards through Reading and Language Arts classes.
- Developing demonstration classrooms.
- Providing professional development on reading strategies school wide (such as vocabulary strategies)
- Providing student information to parents about the overall literacy status of the school through increased communication (examples: during Parent Night and the school's weekly newsletter).
- Conducting teacher/department data meetings.
- Through leaders coaching and/or modeling, addressing scheduling concerns.
- Providing instructional and student resources and materials.
- Purchase school-wide reading program for students to use (Reading Plus).
- Partnering with the Orange County Public Library to increase student library membership.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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. This increases instructional time.

Other strategies include the positive relationship established between the community and 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 Instructional Coaches, Curriculum Leaders and/or Assistant Principals. Monthly staff developments will include such topics as: Digital Instruction, Marzano Super 7 Teaching Strategies, Deliberate Practice, and Writing and Reading across Content Areas.

3. 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 colleagues regarding classroom instruction and pedagogical strategies. Experienced 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. By using the district's Instructional Management System as a resource, school personnel are able to align curriculum with the current Florida standard and follow the pacing that is suggested for optimum student success.

b. Instructional Strategies

1. 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.

Common assessments have been created, and are continuing to be created, in core academic areas. Teachers are being trained to upload those assessment to UNIFY so that standards based data can be used to progress monitor and all school personnel can have the opportunity to see student performance within the subjects and standards. In PLC groups, data is regularly examined to ensure that appropriate instruction is given based on the levels of understanding. Through data monitoring, teachers will differentiate instruction to include remediation and enrichment for various levels of students within the same class period. Students requiring additional support within certain subject areas are placed in additional classes to devote more instructional time to better support their academic abilities. Tutoring is also available before and after school.

2. 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

Ball, Chris, christopher.ball@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 Mu Alpha Theta 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

Santana, Kimberly, kimberly.santana@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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 encourages 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 includes instruction in transitioning from middle school. Strategies are embedded in this instruction to help organize and prepare students. Students participate in assemblies and a mentoring program that pairs up seniors with freshmen throughout the year.

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

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

Students participate in several opportunities when 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 available to students to access resources and additional guidance on the college process. The guidance department also has a junior/senior college and FASA night for parents and students.

The College and Career Specialist (CCS) coordinates trips to various state colleges providing students the opportunity to see and experience various institutions. The (CCS) also works on helping Seniors complete their FAFSA applications.

b. College and Career Readiness

1. 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. Seniors complete Post Secondary Plan surveys. An essay-writing workshop is offered throughout the year to assist students with specifically addressing the needs of a college application essay. West Orange High School hosts a Teach-In during which business and community professionals teach students about various career options.

2. 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 Orange Technical College. Students are able to earn Industry Certification in areas such as Introduction to Digital Information Technology, Digital Design and others through coursework, instruction and assessments offered during the school year.

3. 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 College 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 school, 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.

4. 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 or CTE 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 and/or a career.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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: FSA ELA grade 9 student proficiency decreased by 4% and FSA Algebra 1 EOC student achievement decreased by 2% while Geometry student proficiency decreased by 13%. Strengths: FSA ELA scores indicate that our lowest 25% made learning gains through an increase of 3% from the previous year. In addition, our 10th grade ELA students increased proficiency by 1%. While our Algebra 2 proficiency increased by 21%.

B. 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.

C. Strategic Goals

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.** Increase the percentage of students achieving proficiency and increasing learning gains in Florida State Assessment for English Language Arts.

- G2.** To increase the percentage of students achieving proficiency in the Florida State Assessments for Algebra 1 and Geometry.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase the percentage of students achieving proficiency and increasing learning gains in Florida State Assessment for English Language Arts. 1a

G095254

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	54.0
FSA ELA Achievement	62.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not systematically monitor formative assessment data to predict performance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- UNIFY
- District Wide PLC's
- Instructional Coaches
- Warrior to Warrior Program
- After Hours Tutoring Programs

Plan to Monitor Progress Toward G1. 8

Formative assessment data will be analyzed and instruction will be adjusted accordingly.

Person Responsible

William Floyd

Schedule

Biweekly, from 8/28/2017 to 5/31/2018

Evidence of Completion

i-Observation data/feedback, lesson plans, PLC meeting notes/data, and teacher assessment data

G2. To increase the percentage of students achieving proficiency in the Florida State Assessments for Algebra 1 and Geometry. 1a

G095255

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	32.0
Geometry EOC Pass Rate	51.0

Targeted Barriers to Achieving the Goal 3

- Students enter Algebra 1 or Geometry lacking prerequisite skills and knowledge.

Resources Available to Help Reduce or Eliminate the Barriers 2

- IMS
- District Instructional Coach for math and the school Math Coach
- Instructional coaches meet with teachers to discuss data and train in skills and strategies as needed.
- Khan Academy, MathXL, Math Nation
- School Digital Instructional Coach

Plan to Monitor Progress Toward G2. 8

Through implementation of standards-based assessments, student achievement will increase through formative and summative assessments.

Person Responsible

William Floyd

Schedule

Monthly, from 9/12/2017 to 6/9/2018

Evidence of Completion

Meeting/Discussion Notes, passing records and data, UNIFY data, Florida state assessments, formative and summative 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. Increase the percentage of students achieving proficiency and increasing learning gains in Florida State Assessment for English Language Arts. 1

G095254

G1.B2 Teachers do not systematically monitor formative assessment data to predict performance. 2

B256392

G1.B2.S1 Teacher professional learning communities are organized to facilitate collaboration and monitoring of assessment data to inform instruction to include remediation and enrichment. 4

S271136

Strategy Rationale

Differentiated instruction will increase learning achievement for all levels of students.

Action Step 1 5

Scheduling professional development with a focus on literacy in all subject areas.

Person Responsible

William Floyd

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Calendar of professional development sessions

Action Step 2 5

Meeting with District Professional Learning Communities to coordinate instruction to increase literacy focus in all subject areas.

Person Responsible

William Floyd

Schedule

Biweekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Meeting notes to include formative and summative assessment data

Action Step 3 5

Data and Standards Leader in each PLC will facilitate data analysis and utilize instructional strategies based on student needs.

Person Responsible

William Floyd

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Meeting notes to include formative and summative assessment data and teacher lesson plans for implementation

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

Administrator over departments will have continual data discussions with the PLC leads to provide insight on data trends and plans for improvement.

Person Responsible

William Floyd

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Reflection logs, attendance logs, lesson plans, assessment data

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

View assessment data

Person Responsible

William Floyd

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PLC data tracking forms, PLC minutes, Unify

G2. To increase the percentage of students achieving proficiency in the Florida State Assessments for Algebra 1 and Geometry. 1

G095255

G2.B2 Students enter Algebra 1 or Geometry lacking prerequisite skills and knowledge. 2

B256395

G2.B2.S1 The leadership team will work collaboratively with the school based coaches and teachers to focus instruction on areas of deficiency. 4

S271141

Strategy Rationale

Teachers can provide differentiated instruction to students to address the lack of prerequisite skills/knowledge needed to be successful in their current course.

Action Step 1 5

Review and analyze the data on individual students to create instructional plans.

Person Responsible

William Floyd

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans, Assessment data from Unify, EOC performance data

Action Step 2 5

Plan and Implement Professional Development to increase rigor in instruction

Person Responsible

Jerome Naso

Schedule

Quarterly, from 7/31/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

School based leadership team will monitor assessment data and instructional plan implementation

Person Responsible

William Floyd

Schedule

Monthly, from 9/1/2017 to 5/30/2018

Evidence of Completion

Observation and assessment data ;Coaches Log documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Coaches will conduct coaching observations and provide feedback to teachers; Administrators will monitor PLC collaboration to ensure focus on high-yielding instructional practices.

Person Responsible

William Floyd

Schedule

Monthly, from 8/28/2017 to 5/31/2018

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B2.S1.MA1 M388400	School based leadership team will monitor assessment data and instructional plan implementation	Floyd, William	9/1/2017	Observation and assessment data ;Coaches Log documentation, lesson plan documentation, classroom observation data, student work samples, and formative and summative assessment data.	5/30/2018 monthly
G2.B2.S1.A1 A363392	Review and analyze the data on individual students to create instructional plans.	Floyd, William	8/14/2017	Lesson plans, Assessment data from Unify, EOC performance data	5/30/2018 monthly
G1.MA1 M388394	Formative assessment data will be analyzed and instruction will be adjusted accordingly.	Floyd, William	8/28/2017	i-Observation data/feedback, lesson plans, PLC meeting notes/data, and teacher assessment data	5/31/2018 biweekly
G1.B2.S1.MA1 M388390	View assessment data	Floyd, William	8/14/2017	PLC data tracking forms, PLC minutes, Unify	5/31/2018 monthly
G1.B2.S1.MA1 M388391	Administrator over departments will have continual data discussions with the PLC leads to provide...	Floyd, William	8/7/2017	Reflection logs, attendance logs, lesson plans, assessment data	5/31/2018 monthly
G1.B2.S1.A1 A363382	Scheduling professional development with a focus on literacy in all subject areas.	Floyd, William	8/7/2017	Calendar of professional development sessions	5/31/2018 monthly
G1.B2.S1.A2 A363383	Meeting with District Professional Learning Communities to coordinate instruction to increase...	Floyd, William	8/7/2017	Meeting notes to include formative and summative assessment data	5/31/2018 biweekly
G1.B2.S1.A3 A363384	Data and Standards Leader in each PLC will facilitate data analysis and utilize instructional...	Floyd, William	8/7/2017	Meeting notes to include formative and summative assessment data and teacher lesson plans for implementation	5/31/2018 weekly
G2.B2.S1.MA1 M388399	Coaches will conduct coaching observations and provide feedback to teachers; Administrators will...	Floyd, William	8/28/2017		5/31/2018 monthly
G2.B2.S1.A2 A363393	Plan and Implement Professional Development to increase rigor in instruction	Naso, Jerome	7/31/2017		6/1/2018 quarterly
G2.MA1 M388403	Through implementation of standards-based assessments, student achievement will increase through...	Floyd, William	9/12/2017	Meeting/Discussion Notes, passing records and data, UNIFY data, Florida state assessments, formative and summative assessment data	6/9/2018 monthly

V. Professional Development Opportunities

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

G1. Increase the percentage of students achieving proficiency and increasing learning gains in Florida State Assessment for English Language Arts.

G1.B2 Teachers do not systematically monitor formative assessment data to predict performance.

G1.B2.S1 Teacher professional learning communities are organized to facilitate collaboration and monitoring of assessment data to inform instruction to include remediation and enrichment.

PD Opportunity 1

Scheduling professional development with a focus on literacy in all subject areas.

Facilitator

Brad Shreffler

Participants

Teachers, Instructional Support, Administrators and Staff

Schedule

Monthly, from 8/7/2017 to 5/31/2018

G2. To increase the percentage of students achieving proficiency in the Florida State Assessments for Algebra 1 and Geometry.

G2.B2 Students enter Algebra 1 or Geometry lacking prerequisite skills and knowledge.

G2.B2.S1 The leadership team will work collaboratively with the school based coaches and teachers to focus instruction on areas of deficiency.

PD Opportunity 1

Plan and Implement Professional Development to increase rigor in instruction

Facilitator

Brad Shreffler

Participants

Math Department

Schedule

Quarterly, from 7/31/2017 to 6/1/2018