

Orange County Public Schools

Ocoee High



2017-18 Schoolwide Improvement Plan

Ocoee High

1925 OCOEE CROWN POINT PKWY, Ocoee, FL 34761

<https://ocoeehs.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 | 78% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 76% |

School Grades History

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

**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 | 8 |
| Effective Leadership | 9 |
| Public and Collaborative Teaching | 13 |
| Ambitious Instruction and Learning | 14 |
| 8-Step Planning and Problem Solving Implementation | 19 |
| Goals Summary | 19 |
| Goals Detail | 19 |
| Action Plan for Improvement | 22 |
| Appendix 1: Implementation Timeline | 28 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 29 |
| Professional Development Opportunities | 29 |
| Technical Assistance Items | 30 |
| Appendix 3: Budget to Support Goals | 30 |

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 Ocoee 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.

Building relationships at Ocoee High School starts before school begins. Prior to school starting, OHS faculty embarked on a bus tour of our attendance zones to allow our faculty a glimpse into the home life of our students. Additionally, our "Freshmen Frenzy" allows our students to checkout digital devices, meet their teachers and counselors, sign up for clubs and activities, connect to our social media accounts, sign up for our weekly newsletter and Friday phone call home and walk through class schedules prior to the first day of school. These events also gave parents an opportunity to reconnect with our teachers and become part of their student's school experience. These events showcase all Ocoee High School has to offer and helps strengthen the home-school connection.

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 struggling students during lunch and after school in addition to our formal tutoring schedule. The guidance counselors and our college and career coordinator meet with students to discuss graduation requirements, individual goals, and post-secondary plans.

b. 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 their involvement with school activities, home life, or capitalize on 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.

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.

At Ocoee High School, CHAMPS is implemented to promote positive behaviors and prevent negative ones. Students learn the expectations and procedures of the school during the first week of the year and these lessons are reviewed at the beginning of the second semester and intermittently when the need arises.

The school is working to reduce disciplinary incidents. The administrative team has a discipline matrix that is followed to ensure consistency across the campus. Teachers use the CHAMPS Classroom Management and Discipline Plan as a guide for how they conduct their classroom during various transitions and activities. In addition, the plan includes interventions the teacher will utilize when a student violates a procedure. The CHAMPS Classroom Management and Discipline Plan requires teachers to provide and document several interventions to change student behavior prior to writing a discipline referral for a level 1 offense.

This year, OHS will implement our new "HERO" behavioral support program. Students will be given points for appropriate behaviors school wide and then will be allowed to redeem those points for incentives. There is a student, teacher, and parent components to HERO. Parents can connect and receive instant notifications when their student receives positive as well as negative points, furthering the home-school connection.

OHS implemented PASS (Positive Alternative to Student Suspension) as part of the district initiative to help reduce the amount of instructional time lost due to suspensions. PASS helps to build positive relationships in a structured classroom setting in order to prevent any future negative behaviors, while maintaining instructional momentum and academic progress

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.

The safety and well-being of students at Ocoee High School is a top priority. Several resources are available to students to ensure their social and emotional needs are met. There are six guidance counselors that make it a priority to interact with every student at Ocoee High School. Counselors assist students in personal, social and educational development, and provide support and consultation to ensure students have the optimum learning experience. Counselors also coordinate conferences with students and parents, as well as with instructional staff to provide guidance to help the student succeed. Every student also develops a post secondary plan before graduation with the help and support of the counselors.

Additionally, OHS has a SAFE coordinator. Through Peer Counseling, the SAFE coordinator plans and implements programs and activities to reduce school violence, prevent suicide, eliminate 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.

OHS uses several counseling agencies to meet the needs of our students. Among those are Children's Home Society, A Better Therapy, Orange County Family Counseling, Chrysalis Health and Teen Express Students are referred to these support agencies through guidance counselors, teachers, the SAFE coordinator, and administration.

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.

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 informing them of the repeated absences and the critical importance of school attendance.

If a student has 15 or more excused absences, then the attendance dean makes contact with the parent to follow up with on 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 requests 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.

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 | 134 | 120 | 101 | 81 | 436 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 132 | 109 | 71 | 58 | 370 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 136 | 134 | 94 | 26 | 390 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 168 | 111 | 0 | 0 | 279 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 146 | 134 | 61 | 33 | 374 |

c. 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 attendance dean holds a warning conference with the student. Subsequently, all interventions are employed for students who are tardy, truant or skipping as indicated in the MTSS Tier 1, Tier 2, and Tier 3 documentation as approved by the district. This may include Attendance Child Study Team meetings, interventions by the school social worker

If students have excused absences 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 provided by individual teachers, Tuesday and Thursday after school in the cafeteria or on Saturdays.

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

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 digital newsletter and a 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. In addition, social media outlets, such as Facebook, Twitter, and Instagram are utilized to keep the community informed and to increase family involvement.

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.

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. Additionally, a new course is being offered entitled Engaged Citizenship through Service Learning where students partner with local businesses and agencies where they have opportunities for leadership in the areas of service-learning and civic responsibility.

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 |
|---------------------|---------------------|
| Beusse, Laura | Principal |
| Hutchinson, Tamirra | Assistant Principal |
| Dalton, Donna | Assistant Principal |
| Edwards Lee, Cathy | Other |
| Wagner, Donna | Dean |
| DeNoon, Patricia | Other |
| Morris, Monique | Dean |
| Howell, Randall | Dean |
| Diesel, Travis | Assistant Principal |
| Bergh, Janet | Instructional Coach |

b. Duties

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

Laura Beusse (Principal), Travis Diesel, Donna Dalton, Tamirra Hutchinson, and Clarence Truitt (Assistant Principals): Provide the common vision for the use of data-based decision making and oversees the implementation of MTSS. Each Assistant Principal is responsible for a specific portion of the MTSS.

Sherrie Siers (ESOL Compliance) and Julissa Arzuaga (ESE Compliance); Serves as the team facilitator.

Sherrie Siers (Reading Coach), Le;sey Bergh(Math Coach) Janet Bergh (Instructional Coach): Develop, lead and evaluate school core content standards/programs, identify and analyze 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), Dwight Hutchinson, Billy Alderman, Randall Howell, Monique Morris, and 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.

Britney Beard, William Johnson, Karen Campbell, Summer Lynum-Spencer, Sharyn Stieglitz, and Nilea Coffee (Guidance Counselors) Provide 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.

Julissa Arzuaga(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.

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 meets once a month to review the data provided by teachers, counselors and district in regards to students needing additional support and intervention. The team decides what additional information needs to be gathered by further testing or observation and implements next steps. The team then evaluates the data to determine if the interventions are working and if not, what further adjustments can be made. Through the data analysis the team creates and monitors the school-wide MTSS program. 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 levels on the FSA 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 FSA Reading/Math exams, increase graduation rate, supplement instruction with dropout prevention services, and improve the child's self-concept by extending health and counseling services. In addition, the Migrant Program provides orientation 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. This year OHS will be extending the food and nutrition offerings by participating in an after school supper program which will be available to all students after school.

CTE: Ocoee High School consistently offers a variety of elective courses that provide students with the opportunity to explore career interests. Ocoee offers building construction courses, web design, technology, digital video production, digital photography, agriscience, animal science, culinary, 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 and to earn industry certifications.

Ocoee High School also offers courses at local technical and career centers that match student interests and post-secondary goals. In 2016-17, 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 College, 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 (AFJROTC). The AFJROTC educates and trains high school cadets in citizenship, promotes 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.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Beusse, Laura | Principal |
| Baerga, Carmen | Teacher |
| Matthews, Tamika | Parent |
| Martinez, Cristina | Student |
| Hays, Jessica | Student |
| Anderson, Lucas | Student |
| Isaacs, Cynthia | Parent |
| Huey, Daniqua | Student |
| Watson, Linda | Parent |
| Truitt, Clarence | Teacher |
| Arzuaga, Julissa | Teacher |
| Kitson, Ruthann | Parent |
| Lamphere, Todd | Business/Community |
| Shea, Kristen | Parent |
| Ralph, John | Education Support Employee |

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

The SAC committee assists in the preparation and evaluation of the school improvement plan for the school year. During the first meeting, the committee reviewed the 2015-16 school data. The committee discussed the school's goals that were accomplished and goals that were not accomplished. Then, the committee will determine future goals for the 2016-17 school year based on the data.

b. 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.

c. 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.

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

In the 16-17 school year, \$6,195 was spent on the Turnitin License. Newsela Pro was \$6300 and Geometry Nation workbooks were \$3650. The remaining balance of \$29,381.46 has been transferred over into the 2017-2018 budget.

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 |
|--------------------|---------------------|
| Beusse, Laura | Principal |
| Bergh, Janet | Instructional Coach |
| Hutchinson, Stacie | Teacher, K-12 |
| McLemore, Paige | Teacher, K-12 |
| McBean, Tiffany | Teacher, K-12 |
| Siers, Sherrie | Instructional Coach |
| Somar, Matthew | Teacher, K-12 |
| Wilkerson, Thomas | Teacher, K-12 |
| Williams, Tara | Teacher, K-12 |
| Thorpe, Lina | Teacher, K-12 |
| Solano, Gina | Teacher, K-12 |

b. Duties

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

The main goal of the LLT is to increase student achievement in reading and writing. The primary foci are to improve teacher proficiency in choosing appropriate, content specific complex tests and assign standards aligned tasks; model close reading reading strategies and tools; observe peers; reflect and modify instructional practice based on student evidence and professional learning. Additionally, the goal is for students to increase their proficiency in using close reading strategies and tools to comprehend and persevere through content specific complex texts. After school and Saturday tutoring, small group instruction, progress monitoring and data meetings with individual teachers to track and monitor the lowest quartile of students based upon previous FSA reading scores.

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.

Ocoee High School's core content area teachers have common planning periods to collaborate on lesson plans, create formative assessments, and to analyze data. These professional learning

communities meet at least weekly to plan and adjust instruction to best serve their students and support their own learning.

2. 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, and new teachers are assigned mentors and work closely with the instructional coaches.

3. 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 Professional Development Certification Program (PDCP). 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 participate in classroom visitation followed by shared reflection. 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.

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

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.

At Ocoee High School, each teacher is part of a collaboration group 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 tests. 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 enrich and extend learning.

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: 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 starting in the first nine weeks. The tutoring will consist of student centered learning and collaboration as well as hands on activities, and digital instruction from certified OCPS teachers. The Saturday tutoring will be conducted for three hours each Saturday starting the first quarter of the 2017-2018 school year.

Strategy Rationale

Many students have not passed standardized assessments or core classes to meet the necessary graduation requirement. Therefore, additional support is provided by certified OCPS teachers on Saturdays and after school 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 and after school to assist students with test preparation so that the students score a level 3 or above.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wagner, Donna, donna.wagner@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 EOC results.

Strategy: After School Program

Minutes added to school year: 3,200

Tutoring is provided for students who need additional support in core 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

Bergh, Kelsey, kelsey.bergh@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.

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.

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.

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. OHS invites all incoming freshmen students to an orientation known as "Freshmen Fun Friday." Students receive first-hand experience on what it will be like to attend Ocoee High School. Students also 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 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.

OHS holds a parent conference night for all freshmen and sophomores.

OHS has a College and Career Specialist whose focus is to increase FAFSA application rates, increase scholarship dollars awarded and assist counselors in insuring that all students have a post-secondary plan before high school graduation.

Guidance counselors complete post-secondary plans for all junior and senior students to ensure each student is on the path to having all required credits and grades for their after graduation plans (i.e. college choice, work, military, etc.). For juniors and seniors who are severely at risk, the counselors discuss alternative options that would assist the students in getting back on track. 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 School contacts students who did not meet the graduation requirements in four years, but would possibly qualify as a fifth year graduate. OHS assists 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 or FSA reading concordant score.

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.

Ocoee High School provides all freshmen, sophomores, and juniors who qualify for Bright Future the ability to take the PSAT. All seniors will take the SAT. During the senior assembly, OHS assists all students in completing the Bright Futures application. In addition, all Juniors will be offered the

opportunity to 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 senior to ensure that all students are well advised on their post secondary plans. This year we have a dedicated college and career counselor who will work to increase the number of students who complete the FAFSA, increase scholarship awards and assist counselors in insuring that every student has a post secondary plan.

2. 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 one-to-one digital school and every student has been outfitted with a laptop. This provides every student the ability to access curriculum and other resources using a platform and software commonly seen 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 building trade and construction courses, digital design, informational technology assistance, photographic specialist, digital video production, and culinary. 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 2016-17, 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 College, Mid-Florida Technical Center, Westside Technical College, and the Gateway Academy for instruction in these career programs.

Ocoee High School also offers the Air Force Junior Reserve Officer Training Center program (AFJROTC). The AFJROTC educates and trains high school cadets in citizenship, promotes community service, instills responsibility, character, and self-discipline, and provides 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.

3. 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 juniors who qualify for Bright Futures the ability to take the PSAT. All 12th grade students are provided the opportunity to take the SAT. In addition Ocoee High promotes the Armed Services Vocational Aptitude Battery.

In the 2015-16 school year, over 450 students were enrolled in one or more Career & Technical Educational (CTE) courses at Ocoee High School.

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.

Ocoee High School provides the opportunity for all freshmen and some sophomores and juniors to take the Post Secondary Readiness Test in order to obtain the Algebra I concordant score and/or Post Secondary Readiness Score in math. In addition, all seniors enrolled in the Math for College Readiness or English for College Readiness course take the PERT exam. 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 advanced placement and/or CTE courses. During the 2015-16 school year, there were over 1,300 AP exams administered and over 450 students enrolled in one or more CTE courses.

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

The guidance counselors provide qualifying 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.

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.

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.** Through involvement in District Professional Learning Community (DPLC), collaboration and planning we will ensure teachers provide rigorous, standards based instruction. (Division Priority: Invest in Human Capital)

- G2.** Through involvement in the District Professional Learning Community (DPLC), collaboration and planning we will ensure that teachers actively engage students through inquiry and problem-solving to improve student performance on the FSA. (Division Priority: Ensure college and career readiness)

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. Through involvement in District Professional Learning Community (DPLC), collaboration and planning we will ensure teachers provide rigorous, standards based instruction. (Division Priority: Invest in Human Capital) 1a

G095340

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math and Reading Coach will assist teachers with lesson planning and curriculum alignment
- Rotational Model
- IMS
- Khan Academy
- Centralized Curriculum Resource Materials

Plan to Monitor Progress Toward G1. 8

Classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating highly effective strategies.

Person Responsible

Laura Beusse

Schedule

Weekly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Florida state assessments and formative and summative data

G2. Through involvement in the District Professional Learning Community (DPLC), collaboration and planning we will ensure that teachers actively engage students through inquiry and problem-solving to improve student performance on the FSA. (Division Priority: Ensure college and career readiness) **1a**

G095341

Targets Supported **1b**

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

Targeted Barriers to Achieving the Goal **3**

- Lack of differentiated professional development on integrating technology.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- All students are provided a one-to-one device for digital learning.
- All teachers will be provided feedback through observations.
- Administrators and Instructional Coaches will provide frequent feedback on grouping strategies.
- IMS
- Khan Academy
- Schoolwide focus on grouping strategies for Deliberate Practice.

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

Laura Beusse

Schedule

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

Evidence of Completion

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. Through involvement in District Professional Learning Community (DPLC), collaboration and planning we will ensure teachers provide rigorous, standards based instruction. (Division Priority: Invest in Human Capital)

1

G095340

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

B256677

G1.B3.S1 Teachers will implement lesson plans aligned to the standards, while using the CRMs and other state/district resources to guide their planning process. 4

S271459

Strategy Rationale

To insure high quality rigorous instruction schoolwide.

Action Step 1 5

Teachers will be provided professional development on implementing lesson plans aligned to the standards and using the CRMs and other district and state resources to guide their planning process.

Person Responsible

Janet Bergh

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets and agenda

Action Step 2 5

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

Person Responsible

Laura Beusse

Schedule

Weekly, from 9/5/2017 to 5/1/2018

Evidence of Completion

Observation data and feedback to teachers.

Action Step 3 5

Instructional coaches will provide modeling and the coaching cycle for struggling teachers. Instructors will have the opportunity to observe peers who have embedded the process effectively.

Person Responsible

Janet Bergh

Schedule

Weekly, from 9/5/2017 to 5/1/2018

Evidence of Completion

Coach's logs, Observations data/feedback

Action Step 4 5

Instructional Coaches will provide support for teachers through the coaching cycle.

Person Responsible

Janet Bergh

Schedule

On 5/1/2018

Evidence of Completion

Coach's logs, Observations data/feedback

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

Through observations, the leadership team will provide teachers ongoing feedback on strategies to meet the rigor of the standard.

Person Responsible

Laura Beusse

Schedule

Weekly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Observation data and feedback to teachers and lesson plan reviews

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

Through observation data and feedback to teachers, teachers will embed standards based lessons to meet the rigor of the standard.

Person Responsible

Laura Beusse

Schedule

Weekly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Observation data and feedback and lesson plan reviews

G2. Through involvement in the District Professional Learning Community (DPLC), collaboration and planning we will ensure that teachers actively engage students through inquiry and problem-solving to improve student performance on the FSA. (Division Priority: Ensure college and career readiness) 1

G095341

G2.B1 Lack of differentiated professional development on integrating technology. 2

B256678

G2.B1.S1 Instructional coaches will provide professional development on best practices. 4

S271461

Strategy Rationale

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

Action Step 1 5

School will be active in participating in the District Professional Learning Community.

Person Responsible

Sherrie Siers

Schedule

Quarterly, from 5/31/2018 to 5/31/2018

Evidence of Completion

DPLC core members will participate in a monthly cohort to align literacy strategies districtwide.

Action Step 2 5

DPLC Core team will provide site based literacy focused professional development.

Person Responsible

Sherrie Siers

Schedule

Every 2 Months, from 9/1/2017 to 5/1/2018

Evidence of Completion

Sign in sheets and agendas

Action Step 3 5

Instructional coaches will provide modeling, side-by-side coaching, and support through the coaching cycle.

Person Responsible

Janet Bergh

Schedule

Weekly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Observation data/feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will be provided professional development on CHAMPS, Canvas and Google Classroom in order to consistently monitor students' progress towards the goal. Teachers will implement the usage of the program throughout all content areas.

Person Responsible

Janet Bergh

Schedule

Quarterly, from 9/1/2017 to 5/1/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.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

Laura Beusse

Schedule

Weekly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Observation data and feedback to teachers

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 | | | | | |
| G1.MA1  M389077 | Classroom observations will verify that lessons taught consistently match the district's scope and... | Beusse, Laura | 9/1/2017 | Florida state assessments and formative and summative data | 5/1/2018 weekly |
| G2.MA1  M389080 | Student achievement will increase with effectively using multiple strategies in order to implement... | Beusse, Laura | 9/1/2017 | Observation data and feedback to teachers, summative and formative data | 5/1/2018 monthly |
| G1.B3.S1.MA1  M389075 | Through observation data and feedback to teachers, teachers will embed standards based lessons to... | Beusse, Laura | 9/1/2017 | Observation data and feedback and lesson plan reviews | 5/1/2018 weekly |
| G1.B3.S1.MA1  M389076 | Through observations, the leadership team will provide teachers ongoing feedback on strategies to... | Beusse, Laura | 9/1/2017 | Observation data and feedback to teachers and lesson plan reviews | 5/1/2018 weekly |
| G1.B3.S1.A2  A363958 | The leadership team will conduct observations and provide teachers feedback as it relates to... | Beusse, Laura | 9/5/2017 | Observation data and feedback to teachers. | 5/1/2018 weekly |
| G1.B3.S1.A3  A363959 | Instructional coaches will provide modeling and the coaching cycle for struggling teachers... | Bergh, Janet | 9/5/2017 | Coach's logs, Observations data/ feedback | 5/1/2018 weekly |
| G1.B3.S1.A4  A363960 | Instructional Coaches will provide support for teachers through the coaching cycle. | Bergh, Janet | 9/1/2017 | Coach's logs, Observations data/ feedback | 5/1/2018 one-time |
| G2.B1.S1.MA1  M389078 | The leadership team will conduct observations and provide teachers feedback on the usage of... | Beusse, Laura | 9/1/2017 | Observation data and feedback to teachers | 5/1/2018 weekly |
| G2.B1.S1.MA1  M389079 | Teachers will be provided professional development on CHAMPS, Canvas and Google Classroom in order... | Bergh, Janet | 9/1/2017 | Sign-in sheets, agenda, PD, lesson plans and observation data | 5/1/2018 quarterly |
| G2.B1.S1.A2  A363962 | DPLC Core team will provide site based literacy focused professional development. | Siers, Sherrie | 9/1/2017 | Sign in sheets and agendas | 5/1/2018 every-2-months |
| G2.B1.S1.A3  A363963 | Instructional coaches will provide modeling, side-by-side coaching, and support through the... | Bergh, Janet | 9/1/2017 | Observation data/feedback | 5/1/2018 weekly |
| G1.B3.S1.A1  A363957 | Teachers will be provided professional development on implementing lesson plans aligned to the... | Bergh, Janet | 8/1/2017 | Sign-in sheets and agenda | 5/31/2018 monthly |
| G2.B1.S1.A1  A363961 | School will be active in participating in the District Professional Learning Community. | Siers, Sherrie | 5/31/2018 | DPLC core members will participate in a monthly cohort to align literacy strategies districtwide. | 5/31/2018 quarterly |

V. Professional Development Opportunities

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

G1. Through involvement in District Professional Learning Community (DPLC), collaboration and planning we will ensure teachers provide rigorous, standards based instruction. (Division Priority: Invest in Human Capital)

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

G1.B3.S1 Teachers will implement lesson plans aligned to the standards, while using the CRMs and other state/district resources to guide their planning process.

PD Opportunity 1

Teachers will be provided professional development on implementing lesson plans aligned to the standards and using the CRMs and other district and state resources to guide their planning process.

Facilitator

Instructional coaches

Participants

All instructional staff

Schedule

Monthly, from 8/1/2017 to 5/31/2018

G2. Through involvement in the District Professional Learning Community (DPLC), collaboration and planning we will ensure that teachers actively engage students through inquiry and problem-solving to improve student performance on the FSA. (Division Priority: Ensure college and career readiness)

G2.B1 Lack of differentiated professional development on integrating technology.

G2.B1.S1 Instructional coaches will provide professional development on best practices.

PD Opportunity 1

School will be active in participating in the District Professional Learning Community.

Facilitator

DPLC Core Team

Participants

All instructional staff

Schedule

Quarterly, from 5/31/2018 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--|-------------|---|-------------------|----------------|---------------|--------------------|
| 1 | G1.B3.S1.A1 | Teachers will be provided professional development on implementing lesson plans aligned to the standards and using the CRMs and other district and state resources to guide their planning process. | | | | \$8,520.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 2110 | 140-Substitute Teachers | 0252 - Ocoee High | General Fund | | \$8,520.00 |
| <i>Notes: Notes</i> | | | | | | |
| 2 | G1.B3.S1.A2 | The leadership team will conduct observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard. | | | | \$0.00 |
| 3 | G1.B3.S1.A3 | Instructional coaches will provide modeling and the coaching cycle for struggling teachers. Instructors will have the opportunity to observe peers who have embedded the process effectively. | | | | \$1,440.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 2110 | 100-Salaries | 0252 - Ocoee High | General Fund | | \$1,440.00 |
| <i>Notes: 12 Substitute days @ 120.00</i> | | | | | | |
| 4 | G1.B3.S1.A4 | Instructional Coaches will provide support for teachers through the coaching cycle. | | | | \$0.00 |
| 5 | G2.B1.S1.A1 | School will be active in participating in the District Professional Learning Community. | | | | \$7,200.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 2110 | 100-Salaries | 0252 - Ocoee High | General Fund | | \$7,200.00 |
| <i>Notes: 60 Substitutes. 10 DPLC members meeting 6 times per year</i> | | | | | | |
| 6 | G2.B1.S1.A2 | DPLC Core team will provide site based literacy focused professional development. | | | | \$0.00 |
| 7 | G2.B1.S1.A3 | Instructional coaches will provide modeling, side-by-side coaching, and support through the coaching cycle. | | | | \$0.00 |
| | | | | | Total: | \$17,160.00 |