

West Orange High

1625 BEULAH RD, Winter Garden, FL 34787

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

35%

Alternative/ESE Center

No

Charter School

No

Minority

49%

School Grades History

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

West Orange High School strives to infuse the content required by Florida Statute 1003.42(2) and OCPS S. B. Policies (A-J), as applicable to appropriate grade levels. As the school year begins, a multidisciplinary group of stakeholders of the school community (i.e. administrators, parents, students, teachers, school counselors, PTSO and SAC members, etc.) are organized to regularly engage in meaningful conversations to assess the school climate towards improving student achievement and building meaningful relationships. Group members intentionally coordinate their efforts towards developing an appreciation for multicultural diversity and ensuring that student-teacher relationship-building is a clear priority.

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

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

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

Safety for all learners (students and adults) is an established priority. By clearly setting expectations along with modeling appropriate behavior and good citizenship, our staff encourages students to help promote school safety, which authentically contributes to students' civic responsibility to the school. To help students become accountable for their actions, we have made a concerted effort towards

establishing structures, such as the frequent presence of school staff in hallways, utilizing a consistent student discipline plan (The OCPS Student Code of Conduct) as well as a positive student behavior program (The Positive Behavior Ultimate Warrior Program). In addition, school facilities are well-maintained in accordance/compliance with all applicable regulations while all school operations are efficient and effective with no exceptions that adversely affect student learning.

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

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

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

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

Early Warning Systems

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

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

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

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

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

Level 1 score on statewide ELA and/or math: double blocked in reading and students are enrolled in an intensive math class.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	136	147	168	181	632
One or more suspensions	189	146	134	71	540
Course failure in ELA or Math	25	15	17	5	62
Level 1 on statewide assessment	152	138	35	6	331

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	118	103	71	33	325

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

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

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Shuler, Timothy	Assistant Principal
Szcinski, Douglas	Principal
Linehan, John	Assistant Principal
Baker Drayton, Tamara	Assistant Principal
Waldon, Roderick	Assistant Principal
Robb, Sheri	Assistant Principal
Hurst, Toby	Dean
Thate, Chenia	Dean
Smith, Meke	Dean
James, Ronald	Dean
Wells, Kimberly	Dean
Herrera, Jacqueline	Other
Richards, Brent	Other
Owens, Marie	Other
Miller, Adam	Other
Householder, Catherine	Other
Hill, Adrienne	Other
Dickson, John	Other
Brazley, Gary	Other
Alford, Michelle	Instructional Coach
Morris, Ernest	Instructional Coach
Rambaransingh, Tisha	Other

Duties

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

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

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

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

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

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

The MTSS team which consists of instructional coaches and administration meet on a bi-monthly basis 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, LRS, CCT, staffing specialists and curriculum leaders as needed.

The tiered model of delivery of instruction includes the general education classes which offer the core instruction. The supplemental, or tier two instruction includes the intensive reading and intensive math classes offered to students who are unsuccessful with the EOC and FCAT. Tier three interventions take place with tutoring that is offered after school three days a week on both campuses. This also includes the testing center/ retesting 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, Benchmark Data, IEP, referrals, FAA, FCAT, PERT, ACT, SAT results. SAI funds will be used on high needs teaching positions such as a reading coach, after school tutoring, and a testing center.

Targeted Assistance money will be used for after school tutoring for level 1, level 2 and FCAT and EOC retake students.

CTE will be used to increase industry certification rates in CIW. Funds will be used for job training, ESE work program, violence prevention, SAFE programs such as PEER, Red Ribbon Week, Yellow Ribbon Week, Pink out month etc.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Doug Szczinski	Principal
Yolianne Amadeo	Parent
Marcia Bouchie	Parent
Dana Bumford	Parent
Rookum Demas	Parent
Cathy Dickey	Parent
Matt Dickey	Parent
Monique Foister	Parent
Katia Franhani	Parent
JoLynn Graham	Parent
Denise Gregorie	Parent
Andy Gupte	Parent
Howard Harrison	Parent
Katie Harrison	Parent
Kathy keiber	Parent
Michelle Lay	Parent
Kelly McDonnell	Parent
Lori McKenney	Parent
Cathy Novokowsky	Parent
Bob Opificius	Parent
Jennifer Opificius	Parent
Stephanie Paulson	Parent
Kim Rogan	Parent
Vikki Rogers	Parent
Tammy Schuster	Parent
Katheryn Snyder	Parent
Michele Stone	Business/Community
Tricia Tennaro	Parent
Brenda Obelar	Teacher
Cheryl Koncz	Teacher

Duties

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

Evaluation of last year's school improvement plan

West Orange High School believes that an outstanding school strives at all times to excel in every area of its performance for the benefit of all stakeholders of the school community. From June to June, the school continuously assesses and evaluates its core work and progress in order to maintain outstanding outcomes for its students. A pulse of the school is established through a thorough assessment of school survey's and other pertinent components to include the previous year's school

improvement plan. Findings have prompt 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 & understanding.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

A multidisciplinary group of stakeholders of the school community (i.e. administrators, parents, students, teachers, community members, etc.) are organized to regularly engage in meaningful conversations to assess the school climate and school improvement plan. From an honest end of year self-evaluation, the school has analyzed specific key priorities (student achievement, quality of teaching, behavior & safety and leadership & management) which will govern our short, medium and long term planning and will underpin our strategic planning through the 2014-15 school year to ensure that we are a high performing school within the OCPS West Learning Community.

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

2013-2014 school year, West Orange High School did not utilize any school-improvement funds.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Szcinski, Douglas	Principal
Baker Drayton, Tamara	Assistant Principal
Alford, Michelle	Instructional Coach
Herrera, Jacqueline	Other
Owens, Marie	Instructional Coach
Householder, Catherine	Other

Duties

Describe how the LLT promotes literacy within the school

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

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

Public and Collaborative Teaching

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

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

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

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

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the instructional Management System (IMS) and are aligned to the standards. To supports a deeper level of comprehension, West Orange creates ongoing opportunities through common planning and/or PLC's for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. All school are expected to utilize the standard-based resources during instruction.

Instructional Strategies

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

Members of the MTSS team will meet regularly to analyze student achievement data and make decisions about literacy instruction in the school. Teachers, students and administrators will engage in data chats to better understand and assess students needs towards mastering content being taught through the use of tutorials, the use of intensive reading, or the use of small group instruction. Coaches will use data to support teachers in developing and delivering effective lessons in areas where students have difficulty mastering core content. The school ensures every teacher contributes to school improvement of every student by:

- Holding meetings on a regular basis
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 100 minute reading block
- Creating a schedule with an additional 60 minute reading block (option for extended day)
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing iii instruction based on student needs
- Providing resources to support instruction (texts to support units of study)

- Administering assessments which measure instructed standards
- Students receiving push-in/pull out services for ESE/ELL

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

Strategy: Extended School Day

Minutes added to school year: 7,200

After school testing center is open for students who fail 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

Baker Drayton, Tamara, 49428@ocps.net

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

District benchmark exams are uploaded into performance matters and student success and progress is tracked by teachers.

Strategy: Extended School Day

Minutes added to school year: 6,300

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Morris, Ernest, 62834@ocps.net

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

District benchmark exams and scores are uploaded into performance matters and students success is tracked. 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: Extended School Day

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

Linehan, John, john.linehan@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 common assessments and Science EOC's.

Student Transition and Readiness

PreK-12 Transition

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

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

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

In addition, the AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies which are embedded in instruction to help prepare students for college.

West Orange High School visits middle schools through consortium meetings and students who will be attending West Orange High School for their 9th grade year.

Students visit tech centers to see opportunities.

College and Career Readiness

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

The active promotion of increased student participation and performance in Advanced Placement courses prompts counselors to meet with students in classes and individually to discuss goals, courses offered, dual enrollment, career opportunities and college visits with admissions representatives. Each student also creates an individual plan for academic success with his or her

counselor. Additionally, Guidance Services works collaboratively with colleges to inform and support students and parents in graduation and college readiness goals.

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

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

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

Students are encouraged to take more rigorous courses including honors, advanced placement, Valencia Community College Dual Enrollment, and Technical School dual enrollment. Students are also encouraged to take the SAT and ACT test at the end of their junior year and the beginning of their senior year. The ACT is also administered during the school day for all seniors.

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

The AVID program is used to promote student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. The school leadership team reviews student achievement data and provides assistance to specific students as needed. Counselors conduct classroom guidance and individual counseling sessions with students placing an intense focus on the promotion of increased student participation and performance in Advanced Placement coursework. College readiness workshops for students are offered to include meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework.
- G2.** By June of 2015, West Orange will be AVID National Certified to support an increase student achievement.
- G3.** Student achievement will increase with the implementation of the MTSS process.

Strategic Goals Detail

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

G1. Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework. 1a

G055379

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	56.0
Algebra I EOC Pass Rate	62.0
Math Gains	54.0
Math Lowest 25% Gains	59.0
AMO Reading - All Students	71.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	73.0
AMO Reading - ELL	44.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Teachers are having difficulty adjusting to new Florida Standards and the End of Course Exams.
- Teachers have a difficulty utilizing the Marzano Instructional Framework to guide their instruction.
- Teachers do not feel comfortable/confident correcting evidence based writing papers and do not know how to grade them objectively. Teachers have difficulty how to grade students on the new rubric with students being at different levels in the classroom.

Plan to Monitor Progress Toward G1. 8

Performance Matters data will be analyzed and instruction will be adjusted accordingly. I observation data and feedback to teachers. Lesson plans will be reviewed and feedback regarding implementation of the Florida Standards utilizing the Instructional Framework as a guide.

Person Responsible

Douglas Szcinski

Schedule

Weekly, from 9/24/2014 to 6/3/2015

Evidence of Completion

Performance Matters data, I observation data/feedback, lesson plans, PLC meeting notes/agenda

G2. By June of 2015, West Orange will be AVID National Certified to support an increase student achievement. **1a**

G046644

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	56.0
AMO Reading - All Students	71.0
4-Year Grad Rate (At-Risk)	70.0
4-Year Grad Rate (Standard Diploma)	85.0
College Readiness Mathematics	67.0
College Readiness Reading	82.0

Resources Available to Support the Goal **2**

- Following weeks at a Glance
- Monthly certification checklist
- Monthly district coordinator meetings
- AVID coach

Targeted Barriers to Achieving the Goal **3**

- Lack of student motivation
- Parents lacking resources for students to be successful with their academics.

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

AVID reports/data, Site Team meeting notes, and conference meeting notes will be reviewed and discussed with the administrative team to ensure progress towards meeting the AVID goal. Student achievement will increase.

Person Responsible

Douglas Szczinski

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Meeting/Discussion Notes, AVID Records and Data, Performance Matters data, attendance at tutoring.

G3. Student achievement will increase with the implementation of the MTSS process. 1a

G037336

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	56.0
Algebra I EOC Pass Rate	62.0
Math Gains	54.0
Math Lowest 25% Gains	59.0
AMO Reading - All Students	71.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	73.0
Truancy rate	10.0
Attendance Below 90%	10.0
AMO Reading - ELL	44.0

Resources Available to Support the Goal 2

- MTSS team, research based intervention materials.
- Performance Matters
- SMS
- Core Program materials
- System 44, Read 180, Achieve 3000
- Instructional coaches
- Item Specs

Targeted Barriers to Achieving the Goal 3

- Students in the bottom 25% statistically have low attendance.
- Students in the bottom 25% often do not have transportation to tutoring after school.
- Teachers have difficulty analyzing data and using data to drive differentiated instruction.
- Teachers have difficulty differentiated small group instruction to meet the needs of all students.

Plan to Monitor Progress Toward G3. 8

Monitoring attendance of bottom 25% in Math and Reading
Monitoring the grades of the bottom 25% across content
Provide support to the bottom 25% via pull out, push in
Work with the minority achievement office to provide transportation for student who attend after school tutoring and testing. Monitor the number of students who participate in the tutoring opportunities. Student achievement will increase with the implementation of the MTSS process while teachers are providing small group differentiated instruction across content areas.

Person Responsible

Douglas Szcinski

Schedule

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

Evidence of Completion

Attendance data and student achievement data for bottom quartile, Performance Matters data, I observation data and feedback.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework. **1**

 G055379

G1.B1 Teachers are having difficulty adjusting to new Florida Standards and the End of Course Exams. **2**

 B139533

G1.B1.S1 Teachers will be provided professional development on the complexity of the Florida Standards. Teachers will be provided professional development on deconstructing the standards. **4**

 S151601

Strategy Rationale

The data indicates the need for teachers to be provided professional development on deconstructing the standards.

Action Step 1 **5**

Teaches will participate in professional development on deconstructing the standards.

Person Responsible

Michelle Alford

Schedule

Monthly, from 9/10/2014 to 6/3/2015

Evidence of Completion

PLC meeting notes, exit slips, lesson plans created

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Lesson that embed the new Florida standards

Person Responsible

Douglas Szczinski

Schedule

Weekly, from 9/24/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, I observation data and feedback, Collaborative Planning Meetings/PLC meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Weekly Monitoring, I observations and review of lesson plan templates

Person Responsible

Douglas Szczinski

Schedule

Weekly, from 9/24/2014 to 6/3/2015

Evidence of Completion

iObservation, leadership team notes, feedback for teachers

G2. By June of 2015, West Orange will be AVID National Certified to support an increase student achievement. **1**

 G046644

G2.B3 Parents lacking resources for students to be successful with their academics. **2**

 B139576

G2.B3.S1 Students are provided extended learning opportunities through tutoring/transportation is provided for identified students. **4**

 S151662

Strategy Rationale

The need for students to participate in extended learning opportunities.

Action Step 1 **5**

Transportation will be provided on Saturdays for tutoring for students who are struggling in math and/or reading.

Person Responsible

Tamara Baker Drayton

Schedule

Weekly, from 10/4/2014 to 2/28/2015

Evidence of Completion

Attendance will be taken at tutoring opportunities.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Identified students will participate in extended learning opportunities. This will be monitored on Saturday attendance.

Person Responsible

Tamara Baker Drayton

Schedule

Weekly, from 10/4/2014 to 2/28/2015

Evidence of Completion

Attendance at tutoring, Performance Matters data

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

Performance matters data. Student's achievement should increase while attendance tutoring opportunities.

Person Responsible

Douglas Szczinski

Schedule

Weekly, from 10/4/2014 to 2/28/2015

Evidence of Completion

Performance Matters data, and students who are attending tutoring.

G3. Student achievement will increase with the implementation of the MTSS process. 1

 G037336

G3.B1 Students in the bottom 25% statistically have low attendance. 2

 B089680

G3.B1.S1 Run attendance data for students missing more than 10 days of school for the semester and conduct study team meetings with the dean, parent, student social worker and student resource officer if necessary. Place students on attendance contracts, and provide support from the social worker to assist with the elimination of barriers that inhibit regular attendance. Student on attendance contracts will be monitored on a daily basis and physically called if they are not in attendance during first period class. 4

 S100395

Strategy Rationale

The data indicates the need for an attendance system in place to monitor students who have attendance issue.

Action Step 1 5

Student study team attendance meetings will be provided for students with 10 plus attendance absent days.

Person Responsible

Tamara Baker Drayton

Schedule

Quarterly, from 8/29/2014 to 4/30/2015

Evidence of Completion

Student study team and social worker contact records and attendance plan/ contract.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Deans will meet bi-weekly to discuss bottom 25% students attendance and progress monitor.

Person Responsible

Tamara Baker Drayton

Schedule

Quarterly, from 8/29/2014 to 5/29/2015

Evidence of Completion

PLC notes/agendas, child study team notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Students in the bottom 25% will increase their attendance with the monitoring system

Person Responsible

Tamara Baker Drayton

Schedule

Quarterly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Attendance records

G3.B3 Teachers have difficulty analyzing data and using data to drive differentiated instruction. 2

 B139530

G3.B3.S1 Enhance teacher knowledge of performance matters and how to use performance matters to develop lessons to increase rigor in the classroom and provide interventions for students as needed. 4

 S151598

Strategy Rationale

For teachers to use the Performance Matters System and collect and gather data to discuss in the PLC's and create effective and rigorous small group differentiated lessons.

Action Step 1 5

Teachers will be provided professional development on how to utilize the Performance Matters System and using this data to drive small group differentiated instruction.

Person Responsible

Michelle Alford

Schedule

Biweekly, from 8/27/2014 to 6/3/2015

Evidence of Completion

Teachers will be able to use Performance Matters data to drive their differentiated instruction.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Teachers will be trained in Performance Matters and use the skills learned to access and disaggregate data to drive instruction.

Person Responsible

Michelle Alford

Schedule

Biweekly, from 8/27/2014 to 6/3/2015

Evidence of Completion

Teachers will use data to drive their small group instruction; I observation data/feedback

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Teachers will be able to use the data from Performance Matters to differentiate their instruction based on the student's needs.

Person Responsible

Douglas Szcinski

Schedule

Weekly, from 9/3/2014 to 6/3/2015

Evidence of Completion

I observation data/feedback, Performance Matters data, Lesson plans

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Student study team attendance meetings will be provided for students with 10 plus attendance absent days.	Baker Drayton, Tamara	8/29/2014	Student study team and social worker contact records and attendance plan/contract.	4/30/2015 quarterly
G3.B3.S1.A1	Teachers will be provided professional development on how to utilize the Performance Matters System and using this data to drive small group differentiated instruction.	Alford, Michelle	8/27/2014	Teachers will be able to use Performance Matters data to drive their differentiated instruction.	6/3/2015 biweekly
G1.B1.S1.A1	Teaches will participate in professional development on deconstructing the standards.	Alford, Michelle	9/10/2014	PLC meeting notes, exit slips, lesson plans created	6/3/2015 monthly
G2.B3.S1.A1	Transportation will be provided on Saturdays for tutoring for students who are struggling in math and/or reading.	Baker Drayton, Tamara	10/4/2014	Attendance will be taking at tutoring opportunities.	2/28/2015 weekly
G1.MA1	Performance Matters data will be analyzed and instruction will be adjusted accordingly. I observation data and feedback to teachers. Lesson plans will be reviewed and feedback regarding implementation of the Florida Standards utilizing the Instructional Framework as a guide.	Szcinski, Douglas	9/24/2014	Performance Matters data, I observation data/feedback, lesson plans, PLC meeting notes/agenda	6/3/2015 weekly
G1.B1.S1.MA1	Weekly Monitoring, I observations and review of lesson plan templates	Szcinski, Douglas	9/24/2014	iObservation, leadership team notes, feedback for teachers	6/3/2015 weekly
G1.B1.S1.MA1	Lesson that embed the new Florida standards	Szcinski, Douglas	9/24/2014	Lesson Plans, I observation data and feedback, Collaborative Planning Meetings/PLC meeting notes	6/3/2015 weekly
G2.MA1	AVID reports/data, Site Team meeting notes, and conference meeting notes will be reviewed and discussed with the administrative team to ensure progress towards meeting the AVID goal. Student achievement will increase.	Szcinski, Douglas	9/30/2014	Meeting/Discussion Notes, AVID Records and Data, Performance Matters data, attendance at tutoring.	5/29/2015 monthly
G2.B3.S1.MA1	Performance matters data. Student's achievement should increase while attendance tutoring opportunities.	Szcinski, Douglas	10/4/2014	Performance Matters data, and students who are attending tutoring.	2/28/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Identified students will participate in extended learning opportunities. This will be monitored on Saturday attendance.	Baker Drayton, Tamara	10/4/2014	Attendance at tutoring, Performance Matters data	2/28/2015 weekly
G3.MA1	Monitoring attendance of bottom 25% in Math and Reading Monitoring the grades of the bottom 25% across content Provide support to the bottom 25% via pull out, push in Work with the minority achievement office to provide transportation for student who attend after school tutoring and testing. Monitor the number of students who participate in the tutoring opportunities. Student achievement will increase with the implementation of the MTSS process while teachers are providing small group differentiated instruction across content areas.	Szcinski, Douglas	8/29/2014	Attendance data and student achievement data for bottom quartile, Performance Matters data, I observation data and feedback.	5/29/2015 weekly
G3.B1.S1.MA1	Students in the bottom 25% will increase their attendance with the monitoring system	Baker Drayton, Tamara	8/29/2014	Attendance records	5/29/2015 quarterly
G3.B1.S1.MA1	Deans will meet bi-weekly to discuss bottom 25% students attendance and progress monitor.	Baker Drayton, Tamara	8/29/2014	PLC notes/agendas, child study team notes	5/29/2015 quarterly
G3.B3.S1.MA1	Teachers will be able to use the data from Performance Matters to differentiate their instruction based on the student's needs.	Szcinski, Douglas	9/3/2014	I observation data/feedback, Performance Matters data, Lesson plans	6/3/2015 weekly
G3.B3.S1.MA1	Teachers will be trained in Performance Matters and use the skills learned to access and disaggregate data to drive instruction.	Alford, Michelle	8/27/2014	Teachers will use data to drive their small group instruction; I observation data/feedback	6/3/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework.

G1.B1 Teachers are having difficulty adjusting to new Florida Standards and the End of Course Exams.

G1.B1.S1 Teachers will be provided professional development on the complexity of the Florida Standards. Teachers will be provided professional development on deconstructing the standards.

PD Opportunity 1

Teachers will participate in professional development on deconstructing the standards.

Facilitator

Instructional coaches

Participants

All instructional staff

Schedule

Monthly, from 9/10/2014 to 6/3/2015

G3. Student achievement will increase with the implementation of the MTSS process.

G3.B3 Teachers have difficulty analyzing data and using data to drive differentiated instruction.

G3.B3.S1 Enhance teacher knowledge of performance matters and how to use performance matters to develop lessons to increase rigor in the classroom and provide interventions for students as needed.

PD Opportunity 1

Teachers will be provided professional development on how to utilize the Performance Matters System and using this data to drive small group differentiated instruction.

Facilitator

CRT, Instructional Coaches

Participants

All instructional staff

Schedule

Biweekly, from 8/27/2014 to 6/3/2015