

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Oak Ridge High School	District Name: Orange
Principal: Dr. Leigh Ann Bradshaw	Superintendent: Dr. Barbara Jenkins
SAC Chair: Mr. Sidney Crudup	Date of School Board Approval: Pending

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Dr. Leigh Ann Bradshaw	Bachelors of Science in Business Administration (B.S.) Master's in Business (M.B.A.) Doctorate in Educational Leadership (Ed.D.) Educational Leadership Certification School Principal Certification Business Education Certification	2	12	<p>Dr. Bradshaw was appointed to serve as Oak Ridge High School Principal in June of 2011. Under her leadership at Oak Ridge High School, ORHS earned the first C rating for the school using the FCAT school grade formula. During the 2011-12 school year, Oak Ridge earned enough points on the FCAT portion of the school grade formula to earn the first C rating using the FCAT portion as the metric. Student achievement at ORHS grew 78 percentage points on the FCAT portion of the formula and the school is awaiting the second half of the school grades to receive the 2011-12 full school grade. The school grade for 2011-2012 is TBD. Under her leadership, ORHS is focusing on maximizing student achievement and accelerating the momentum. The school grade for 2010-2011 is a "C".</p> <p>Dr. Bradshaw had previously served as Turnaround School Director for OCPS. Prior to her position as Turnaround Director, she had served as a high school principal for five years and a high school assistant principal for four years.</p> <p>At Citrus High School, Dr. Bradshaw served as principal and led the school from a low performing high school with a grade of a C to a high performing high school with a school grade of an A. From the 2004-2005 to 2007-2008 school years, she led the school as they increased in FCAT points from 350 points to 541 points in the school grading formula. In 2007 – 2008, CHS earned 541 points and became the first A rated high school in Citrus County. During the 2009-2010 school year, she led Citrus High School to the A rated status using the new high school grading formula. Adequate progress was made for at risk groups. In 2009-2010, 87% of the AYP criteria were met with the white student population not meeting AYP in reading and the White and Economically Disadvantaged not meeting AYP in Math. All other sub populations met AYP. Citrus High School was the first and only A rated high school in Citrus County and currently remains so. Also in 2008-2009 – 90% of AYP criteria were met at CHS and in 2007-2008 85% of AYP criteria were met. In 2009-10 – CHS had 46% of the students proficient in reading, 76% proficient in math, 87% proficient in writing, and 39%</p>

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					<p>proficient in Science. For learning gains 50% made learning gains in reading and 78 % in math with 45% of the lowest quartile making learning gains in reading and 63% in math. The graduation rate was 92%.</p>
Assistant Principal	Nicole Jefferson	<p>BS: Business Economics</p> <p>Masters: Counselor Education</p> <p>Specialist: Education Leadership</p> <p>Educational Leadership Certification</p>	3	4	<p>Area Superintendent James Lawson appointed Nicole Jefferson as an assistant principal to Oak Ridge High School effective July 1, 2010 based on her strong credentials of achievement with low-performing and high-performing schools. This will be her second year as an assistant principal. Her effective school leadership responsibilities and results include:</p> <p>Ms. Jefferson has propeled Oak Ridge’s efforts in the Transformation Model to impact the school culture of effective relationships and expectations of academic accountability. Her range of leadership experiences with exceptional education, to the supportive capacity building of AVID services, to the highest academic challenges of the International Baccalaureate Programme shows strong potential of quality academic programs and services for Oak Ridge student achievement. The ORHS school grade trend is as follows: 2009-10 school letter grade D; 2010-11 school letter grade D; 2011-12 school letter grade C under her instructional leadership. She was instrumental in assisting Oak Ridge High School to achieve a 78 point gain in the 2012 FCAT portion of school grading</p> <p>In 2009-10 she was appointed as assistant principal to South Creek Middle School. Released data as of August 6, 2010 show increases in proficiency scores in reading, math, and science and in percentages of students making learning gains in reading and math. Total school grade points increased by 12 points (535 to 547 points) with the school maintaining an A grade.</p> <p>Nicole Jefferson was asked to move to Jones High School when her RMS principal, Dr. Bridget Williams, was assigned to Jones as principal.</p> <p>With these excellent qualifications, her strong personal characteristics of energetic leadership, and her supportive advocacy and assistance to student needs,</p> <p>For school years 2006-07, 2007-08, and 2008-09 she was at Jones High School as the Coordinator of Magnet Programs: International Business/Finance, Medical Arts, AVID, International Baccalaureate Middle Years, and International Baccalaureate Diploma Programme. While at Jones, from 07-08 to 08-09, the percentage of AYP increased from 69% to 90%, with school grade points raising 23</p>

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					<p>points (409 to 432 points). In her tenure at Jones, the school moved out of the F grade and maintained progress for three years. Released data as of August 6, 2010 show increases in proficiency scores in reading, math, and science and in percentages of students making learning gains in reading and math. Total school grade points increased by 12 points (535 to 547 points) with the school maintaining an A grade.</p> <p>In her first five years (2001-02 through 2005-06) with Orange County Public Schools, Ms. Jefferson served at Robinswood Middle School (RMS), an inner city Title I school, as an exceptional education teacher (EMH), as a SAFE coordinator, and as a guidance counselor. The school grade moved from a C in 2003-04 to an A in 2005-06. Learning gains percentages increased 10 points in reading, 7 points in math, and 16 points for the lowest 25% in reading.</p>
Assistant Principal	Dalila Hernandez	<p>Juris Doctorate Bachelors of Arts – History Educational Leadership</p>			<p>During the 2010-2011 school year, Dr. Hernandez moved to Oak Ridge High School and worked to increase student achievement. Under her leadership, 76 % of 10th grade students passed the Florida Writes test. During the 2011-2012 school year 80% of 10th grade students passed the Florida Writes test. . The ORHS school grade trend is as follows: 2009-10 school letter grade D; 2010-11 school letter grade D; 2011-12 school letter grade C under her instructional leadership.</p> <p>Dalila Hernandez helped increase performance at Jackson Middle School. During the 2005-2006 school year, 82% of the AYP criteria were met overall; however, only the White and Black subgroups met AYP. In 2006-2007, 82% of the AYP criteria were met and only the White subgroup met AYP. In 2007-2008, 77% of the AYP criteria were met with only the White subgroup meeting AYP criteria. In 2008-2009, 69% of the AYP criteria were met. The school grade trend is as follows: 2002-2003 school letter grade C, 2003-2004 school letter grade C; 2004-05 school letter grade C; 2005-06 school letter grade B; 2006-07 school letter grade C; 2007-08 school letter grade B; 2008-09 school letter grade B.</p>

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<p>Assistant Principal</p>	<p>Michael Martucci</p>	<p>Masters in Educational Leadership Educational Leadership Certification School Principal Certification</p>	<p>2</p>	<p>8</p>	<p>In 2011-12 Mr. Martucci assisted in cleaning up Oak Ridge High School's 2011 data in order for the school to achieve its first passing state grade of 'C' since the inception of FCAT School Grading. He was instrumental in assisting Oak Ridge High School to achieve a 78 point gain in the 2012 FCAT portion of school grading. In addition, the Biology EOC data (though not counting this year) indicated a 26 point gain.</p> <p>In 2009-10he helped Colonial High School raise its school grade from a 'C' to a 'B' as well as science increasing by 9% (top 5% in learning gains in state). 69% of AYP criteria were met. The white subgroups met AYP in math and reading. In addition, graduation criteria were met as well as writing proficiency</p> <p>In 2008-09 he helped increase Colonial High School over all point totals by 2% as well as science by 14% (top 2% learning gains in state). 67% of AYP criteria were met. The white and ESE subgroups met AYP in math. In addition, graduation criteria were met.</p> <p>In 2006-07 helped raise Ventura Elementary Schools grade from a 'B' to an 'A' and was and achieved 100% AYP for the first time.</p> <p>Mr. Martucci helped increase performance at Blankner K-8 during the 2005-06 school year maintaining their 'A' rating and showing growth (~3%) in all areas as well as achieving 100% AYP.</p> <p>In 2006-07 he helped raise Ventura Elementary Schools grade from a 'B' to an 'A' and was and achieved 100% AYP for the first time. Learning gains were made in most categories.</p>
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<p>Assistant Principal</p>	<p>Oswaldo Piedra</p>	<p>Doctorate in Educational Leadership (Ed.D.) Educational Leadership Certification School Principal Certification</p>	<p>0</p>	<p>10</p>	<p>Because of Dr. Piedra’s experience as an instructional leader in Pinellas County, he was hired as the newest Assistant Principal at Oak Ridge High School. He is an asset in the areas of RtI/MTSS as well as parent and community relations.</p> <p>Dr. Piedra has over 20 years of experience in education serving as a former elementary, middle, and high school teacher, and both middle and high school assistant principal. As an adjunct professor, Dr. Piedra has taught Education Leadership Masters’ degree candidates federal and state regulations. His educational experiences allows him to perceive the continuing curriculum, K-12, to provide a seamless array of educational services designed to increase student literacy and academic performance.</p> <p>As a high school administrator, Dr. Piedra has analyzed academic data leading to the creation of an after school credit recovery program engineered to maximize instructional time leading to increased academic performance for at the at risk student population. Working collaboratively with teachers, students, and parents, Dr. Piedra analyzed trends in student discipline and has implemented school-wide strategies designed to minimize student disciplinary disruptions and increase teacher-student contact time resulting in the attainment of Adequate Yearly Progress.</p> <p>Dr. Piedra has extensive experiences working cooperatively with parents, students, faculty and the Spanish-speaking community. He possesses a genuine commitment to student success and highest student achievement and works collaboratively with the educational community in all areas of school improvement</p>
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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kristi Brown	Psychology Curriculum and Instruction Educational Leadership Reading Endorsed	3	7	Ms. Brown helped increase reading scores at Oak Ridge High School in 2010-2011—Reading Learning Gains increased, lowest 25% increased. She also helped increase lowest 25% reading gains to 65% in 2009-2010 While at South Creek Middle there was a consistent A grade, meeting high standards in Reading. From 2007-2009, she served as Reading Coach at Jones High School and consistently made increases with the lowest 25% of student population.
Instructional Coach	Sonia Sanders	Business Education Educational Leadership	17	4	During 2011-2012 Helped increase reading gains to 65% and Math gains for lowest 25% increased to 74% Helped increase performance at Oak Ridge. During the 2008-2009 64% of the AYP criteria were met. Even though 64% of AYP criteria was met, no subgroups met AYP. The School grade trend is as follows: 2008-09 D, 2009-10 D
Instructional Coach	Corliss Marayne	Business Education Educational Leadership 6-12	7	15	During 2011-2012 Ms. Marayne helped to increase reading gains to 65% and Math gains for lowest 25% increased to 74% Helped increase math scores at Oak Ridge High School. Consistent increase in math scores, Learning Gains and lowest 25%. 2008-09 increased learning gains. School letter grade trend: 2008-09 D, 2009-10 D, 2010-2011, C. Helped increase math scores at Robinswood Middle School. In 2003-2004 74% of the AYP criteria were met for RMS. The White and Asian Subgroup met AYP while black, Hispanic, ED, ELL, and SWD did not. The school grade trend is as follows: 2000-01 school letter grade C; 2001-02 school letter

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					grade B; 2002-03 school letter grade B.
Graduation Coach	Ulunda Frazier	Child Development Educational Leadership Reading Endorsement English 5-9	2	5	During 2011-2012 Ms. Frazier helped increase lowest 25% reading gains to 65%. She also helped to maintain and increase reading scores at Freedom Middle School. School letter grade consistent A from 2007-2010. Ms. Frazier also helped increase reading scores at Jones High School. In 2007-08 reading learning gains increased, lowest 25% increased. School letter grade moved from F to D;
Science Coach	Rebecca Ray	Bachelor's in Earth Science Certification 9-12: Speech, Earth Space Science, Chemistry	1	2	Helped Jones High School go from a D in 2009 to a B in 2010 and a C in 2011. During the 2011-2012 school year 60% of the students showed learning gains on the FCAT reading exam.
Math Coach	Jerome Naso	B. S. Marketing and Business Administration; Certified: Mathematics 5-9 and Mathematics 6-12	1	3	Served as District Math Coach, which was rated A & B respectively. Served 5 years at Evans High School in which 60.7% of the bottom 25% showed learning gains in math and reading. Overall, 53.6% scored at Level 3 or higher. 78.9% of his students achieved learning gains in math in most recent year.
Disciplinary Literacy Coach	Gayle Mooring	B.S. Elementary Education, Certified: English 5-9, 6-12	1	2	Served as District Content Reading Coach for 7 years and now provides service through school based training opportunities in focused content areas.

Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. Interview Process and Recruitment of High Quality Staff	Administrative Team and Instructional Coach	On Going – June 2012
2. High Quality Professional Learning Opportunities	Administrative Team and Instructional Coach	On Going – June 2012
3. Professional Learning Communities	Teachers and Administrators	On Going – June 2012
4. Individual Professional Development Plans	Teachers and Administrators	On Going – June 2012
5. New Teacher Mentors	Instructional Coach	On Going – June 2012
6. Classroom Observations and High Quality Feedback	Administrators and Instructional Coaches	On Going – June 2012

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7. Data Meetings with Supervising Administrators	Administration and Teachers	On Going – June 2012
8. Lesson Study	Instructional Development, Administrators and Instructional Coaches	On Going – June 2012
9. Book Studies	Administrators and Instructional Coaches	On Going – June 2012
10. Attending Quality Professional Conferences as Teams	Administrators, Coaches and Teachers	On Going – June 2012

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only). *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A - As a Title I School, all teachers are in field and all paraprofessionals are certified.	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
131	7.6(10)	21.4(28)	36.6(48)	16.0(21)	38.2(50)	131	11.5(15)	1.5(2)	6.9(9)

Teacher Mentoring Program/Plan

Please describe the school’s teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

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ORHS has a full time instructional coach who works daily with new teachers. She provides individual and group coaching, professional development, and hold monthly PLC meetings.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Alcira Agamez	Jamie Colon	Content area and experience of mentor (World Language)	Monthly meetings and daily interaction
Janice Roberts	Gaetano Contella	Content area and experience of mentor (Visual/Performing Arts)	Monthly meetings and daily interaction
TaJuana Lee-Wenze	Tyra Cummings	Content area Staffing Specialist and experience of mentor (ESE)	Monthly meetings and daily interaction
Tracy Lewis	Joe Finger	Content area and leadership qualities of mentor (Math)	Monthly meetings and daily interaction
Michael Faber	Katherine Gadziala	Content area and experience of mentor	Monthly meetings and daily interaction
Mahalia Bowman	Delbert Green	Content area and curriculum lead (Guidance)	Monthly meetings and daily interaction
Patricia Chenette	Jill Lockhart	Content area and experience of mentor	Monthly meetings and daily interaction
Laurene Householder	Veronica Lubin	Content area and experience of mentor	Monthly meetings and daily interaction
Sonia Sanders	Taylor Plumblee	Leadership qualities of mentor	Monthly meetings and daily interaction
Jerome Naso	Ruha Rahman	Content area and curriculum leader (Math)	Monthly meetings and daily interaction
Laurene Householder	James Hill	Content area experience of mentor	Monthly meetings and daily interaction
Rebecca Ray	Jonathan Vasquez	Content area and curriculum leader (Science)	Monthly meetings and daily interaction
Alan Burch	Nykesha Burton	Content area and experience of mentor (PE)	Monthly meetings and daily interaction
Tajuana Lee-Wenz	Steven Reece	Content area experience of mentor	Monthly meetings and daily interaction
Georgette Rodriguez	Jennifer Rodriguez	Content area experience of mentor	Monthly meetings and daily interaction
Tracy Lewis	Joshua Shafer	Content area experience and curriculum leader (Math)	Monthly meetings and daily interaction
Mathew Colman	David Toro	Content area experience of mentor	Monthly meetings and daily interaction

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Jerome Naso	Rachel-Ann West	Content area experience of mentor	Monthly meetings and daily interaction
Richard Gallagher	LaTorrie Williams	Content area experience of mentor	Monthly meetings and daily interaction
LaGoge Graham	Tascha Campbell	Content area and curriculum leaders (ROTC)	Monthly meetings and daily interaction

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Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Services are provided through Title I funding for students who need additional remediation through the Supplemental Educational Services (SES). Funding is also provided for professional development training for our highly qualified staff as well as for the purchase and use of materials. Title I funding is utilized at ORHS to increase parent involvement.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents who have come to the Central Florida area. The liaison coordinates with the Title I and other programs to ensure all students needs are met.

Title I, Part D

Services are coordinated with District Drop-Out Prevention programs to make sure students are given to support to remain in school. The school SAFE Coordinator and behavioral specialist work with students through small support groups and individual counseling sessions.

Title II

The District receives supplemental funding for improving educational programs. Oak Ridge High School uses such funding for Lesson Study professional development workshops for teachers. Funds are also used to pay for substitutes when teachers attend research approved programs and initiatives.

Title III

ORHS and OCPS have an extensive partnership of services for our ELL students which include a CCT, on campus ESOL training for all staff, on campus ESOL endorsement course offerings, curricular resource materials, intervention materials, and after school and/or weekend tutoring sessions.

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Curriculum Compliance Teacher works closely with the Title III contacts to ensure that teachers and students have the materials needed to support learning.

Title X- Homeless

ORHS partners with OCPS to provide Homeless services to our students and families. Our Safe Coordinator, Homeless Liaison, and MTSS coach work with our administration and guidance staff to guarantee that we are meeting the needs of our students in transition.

District Homeless Social Worker works with school to provide resources (clothing, supplies, and programs) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. SAFE coordinator identifies students and works with families to find shelter, clothing and food as needed.

Supplemental Academic Instruction (SAI)

SAI funds are used to fund academic intervention strategies such as tutoring and direct instruction.

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers or students who need course recovery. SAI funds will be used to expand the summer program as needed.

Violence Prevention Programs

Oak Ridge partners with a number of community organizations as well as the district to fully integrate Violence Prevention Programs. Students and Staff member s are involved in

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<p>this initiative on and off campus. SAFE coordinator and discipline deans present professional development to teachers in order to help identify bullying activities and to prevent violence in school. Students also receive information and education through non-violence and anti-drug programs.</p>
<p>Nutrition Programs District Food Services provides information on healthy foods and nutritional breakfast and lunch selections that are offered daily in the school cafeteria. ALL students qualify for free breakfast when they arrive on campus, so students will start the day with a nutritional meal. Food choices are selected following the “Fresh to School” program which offers healthy, nutritionally sound meals that students can select.</p>
<p>Housing Programs N/A</p>
<p>Head Start N/A</p>
<p>Adult Education ORHS offers a variety of adult education opportunities on our campus. These opportunities include Night School, 21st CCLC, Adult ESOL classes, Drop Back In, and Back on Track</p>
<p>Career and Technical Education Developing and preparing students for 21st Century employment is achieved many ways at Oak Ridge High School. On the technical side of career development students have the opportunity to participate in the dual enrollment program by attending Mid Florida Tech or Orlando Tech studying course content ranging from air conditioning to nursing. In addition, students may take different business education, magnet, and video production courses based upon interested in working in the business world and career readiness.</p> <p>Career and Technology Education; Magnets: Hospitality Management and Tourism Magnet, Digital Gaming, Project Lead The Way Engineering, Aviation Magnet, and Junior Achievement Academy Magnet Mid Florida Tech Westside Tech Business Education Department Video Production Department Project Lead the Way School-wide AVID (Advancement Via Individual Determination) program Partnership with the City of Orlando and the University of Central Florida to provide students exposure to different careers in the professional and technical fields through the guest speaker series and the mentoring/tutoring program</p>
<p>Job Training Promoting career readiness continues with providing training situations with job placement for the ESE students and work study early release program. Parent readiness classes are also provided for young ladies who are looking for employment opportunities and assistance in child care.</p> <p>ORHS 21st CCLC Parent Readiness Classes allow student to learn the skills necessary to be successful in the world of work. The ESE job placement program allows our ESE students to participate in career explorations and skill development to expand their life skills and potential success beyond high school. Some of our high school students with current jobs participate in the Early Release program in order to further develop their job training skills in on-the job training programs.</p>
<p>Other Additional opportunities and interventions are provided via college visits, ROTC programs, Dual Enrollment opportunities, early work release programs, Elevate Orlando, and City</p>

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Year. An Advanced Placement program with multiple course offerings in an open enrollment system that targets all students with AP potential and seeks to include those additional students with the work ethic and interest to participate in an AP program. We are committed to open enrollment and emphasis equity and access to rigorous curricular programs.

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<p><i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)</i> School-Based MTSS/RtI Team</p>
<p>Dr. Leigh Ann Bradshaw, Principal Dr. Osvaldo Piedra, Assistant Principal Travis Gabriel, Dean Alex Jackson, Dean Nasundra Brown-Harris, Guidance Counselor Watson Dunham, Teacher Zaida Lopez, Attendance Hilda Tolentino, SAFE Coordinator Kenny Coutain, Behavior Specialist Angira Dragoon, RTI/MTSS coordinator Thomas Lawson, City Year Representative Andrew Stewart Satkowiak, School Psychologist Denise Myers, Social Worker Kristi Brown, Reading Coach</p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?</p> <p>The area of focus this year is to progress monitor all 9th and 10th grade students and to target those students that need additional interventions based on reading scores, grades, behavior concerns and attendance issues. The Oak Ridge High School RTI/MTSS team will meet on a weekly basis to review student performance data in order to analyze trends and identify students who are at risk. The team will use problem solving strategies to make data driven decisions on what actions need to be taken to increase student achievement and decrease academic and disciplinary disruptions. Discussion will determine if there is a need for professional development, program implementation, enrichment activities, tutoring and/or community service involvement.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?</p> <p>The RTI/MTSS team reviewed school wide data from the previous year in order to identify any areas of concern. These areas of concern assessed and the team focused in on possible obstacles to student achievement. The team developed an action plan to target these issues. In order to determine if the utilized strategies are effective, the team will consistently monitor student performance and collect data. Based on this data the team will adjust the action plan as needed.</p>
<p>MTSS Implementation</p>
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</p> <p>Baseline Data: Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR) Progress Monitoring: Orange County Public Schools District Benchmark Assessments, Classroom Assessments, Attendance and Discipline data Midyear: FAIR, OCPS District Benchmark Assessments, Classroom Assessments, Attendance and Discipline Data End of Year: FAIR, CELLA, OCPS District Benchmark Assessments, FCAT, Attendance and Discipline Data</p>

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A comprehensive display of individual student data is posted in the school data room. This data is available for view and interacted with during weekly trainings, planning sessions, and PLC meetings.

Describe the plan to train staff on MTSS.

The RTI/MTSS administrator and coordinator will provide a staff wide training in the first semester of the school year. Online options will be provided as needed. Professional development needs will be revised and adjusted as needed.

Describe the plan to support MTSS.

During the weekly RTI/MTSS meeting, the team will review the action plan and RTI/MTSS procedures and goals. A time has been allotted to RTI/MTSS during each staff development to present data to the faculty. Teachers will be trained on strategies and interventions that need to be implemented. The RTI/MTSS team will work with the school administration team and coaches to help implement and monitor chosen strategies to ensure fidelity and effectiveness. Data will be continuously updates and displayed in the school data room where all meetings and training for staff will be held throughout the year.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>Dr. Leigh Ann Bradshaw, Principal Dalila Hernandez, Assistant Principal Gayle Mooring, Disciplinary Literacy Coach Kristi Brown, Reading Coach Diane Rasmussen, Media Specialist Corliss Marayne, Instructional Coach Michael Carbenia, Elective Teacher Marie Brun, CCT Tracy Lewis, Algebra Lead Teacher Rebecca Ray, Science Coach Ulunda Frazier, Graduation Coach Daphne Lewis, Curriculum Resource Teacher Jerome Naso, Math Coach Melissa Hancock, Reading Teacher Michael Faber, Reading Teacher Ted Capkanis, Social Studies Teacher Tia Miceli, Language Arts Teacher Mahalia Bowman, Guidance</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>The Literacy Leadership Team (LLT) will meet once per month and more often if needed depending on the concerns. The team will review the literacy plan for the school year to determine what goals the team can assist in expediting. The LLT will evaluate the literacy plan and its connection to the common core standards, specifically the Instructional Shifts. It will be the LLT's responsibility to plan a smooth transition into the use of the Common Core Standards for ELA.</p> <p>The LLT will participate in Lesson Study Cycles and become Lesson Study facilitators in order to expand Lesson Study on campus. The team will focus on school wide literacy initiatives for the school year. A sub-committee will develop community based literacy initiatives and partnerships in order to build literacy awareness and provide literacy materials in our zoned community.</p> <p>ORHS will continue to study student owned literacy strategies and implement in all classrooms. All teachers have been trained in student owned literacy strategies prior to school starting. Classroom walkthroughs will provide opportunity for literacy focused conversations, collaboration and feedback for all staff members.</p>
<p>What will be the major initiatives of the LLT this year?</p> <p>The LLT will become a highly functioning team that monitors the literacy initiatives of the school. The team will review the literacy plan for the school year to determine the progression of the plan and needs for further completion. The LLT will learn about the Common Core Instructional Shifts in order to connect the current literacy plan and the Shifts along with focusing on student owned literacy strategies. All ORHS teachers will also own the Reading NGSSS standards while transitioning to the Common Core Standards.</p>

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Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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**Grades 6-12 Only* Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Oak Ridge High School is committed to contributing to the reading improvement of every student by training our highly qualified teachers in the literacy initiatives which are implemented school-wide. Teachers also participate in Professional Learning Communities (PLC's) which provide time and opportunities for collaborating with each other and discussing data and trends observed in their classrooms. A common planning time is also embedded within the schedule where teachers can meet with their content area teachers to discuss reading initiatives and continue to implement and plan rich lessons that incorporate the literacy initiatives. A Disciplinary Literacy Coach has been added to work closely with the content area teachers to offer support and guidance with the transition of the instructional shifts and monitor the initiatives that will help guide our students to ultimate success on achievement tests.

Each teacher has been trained in student owned literacy strategies and will be expected to use these strategies throughout their lesson this year. All teachers have specific Reading Standards that they own and will examine their student's data based on these standards through their partnership with the Content Area Disciplinary Literacy Coach. Data will be displayed by teacher in the school data room to promote collaborative conversations regarding student performance in reading.

**High Schools Only*

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Relevance is the key component to students making connections with the real world. Students use technology for research and demonstration of what they know. 21st Century skills such as continual learning which emphasizes life learning and the use of digital tools for everyday life also has a focus in all coursework. Through the magnet programs and the career and technical program, students relate course learning to current and future career needs. Magnets and special programs such as Junior Achievement Magnet, Project Lead the Way, Digital Gaming Magnet, Hospitality Management Magnet, Business Education, and Video Production programs all focus on real world experiences and project based learning. These programs utilize advisory boards to guide the instructors to design their curricular offerings to include relevant practices and skills certification programs to enable the student to have a smooth transition to the world of work in the 21st century. These actions help students to see the relationships between their high school course subjects and their future.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Oak Ridge High School incorporates student's academic and career planning by having the opportunity to attend technical schools and explore careers by taking classes with the emphasis in business. Advanced Placement (AP) classes are also offered and students can take part in dual enrollment which provides them a chance to actually be on the campus to receive college credit. Advancement Via Individual Determination (AVID) is another program where college bound students are provided extra academic support and college readiness skills to embark upon whatever career they decide to pursue. Our magnet programs focus on incorporating a student's academic interests and with professional mentors. Frequent mentorship sessions guide the students throughout their high school career. ORHS will begin using the new Pioneer College and Career Center in November of 2012 staffed by an instructional coach to further provide resources to students and families.

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Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

Oak Ridge High School has implemented multiple pathways that students may demonstrate their knowledge, learning and behavior skills which include the completion of increasingly challenging, engaging, and coherent academic work and experiences. The postsecondary readiness strategies focus on good study skills, setting attainable goals, note-taking skills, and good work skills, such as assignment completion, note reviews, organizational skills, motivation, and commitment. Implementing initiatives like hiring a Graduation Coach, who along with Guidance Counselors, monitors our student's academic success to make sure they are on track to improve our post-secondary transition success. College visits, ACT/SAT preparation classes, AP and Dual Enrollment coursework, and PERT testing have accelerated the student capacity to successfully enter postsecondary choices.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. High ELL Population	1A.1. ESOL students will be scheduled in classes such as an ESOL newcomer class that is intended for students new in the country, ESOL reading course, and an ESOL language arts class that is taught by an ESOL certified teacher.	1A.1. CCT, Administrative Team, Kristi Brown, Reading Coach, Testing Coordinator; Instructional coaches	1A.1. Classroom walk-throughs; student interviews/surveys Master Schedule	1A.1. CELLA, FCAT mini benchmark assessments
Reading Goal #1A:	<u>2012 Current Level of Performance</u> :* 25% (155)	<u>2013 Expected Level of Performance</u> :* 30%					
Maintain and improve academic achievement focus and consistency through the use of Florida’s Continuous Improvement Model.							
			1A.2. Students must be identified appropriately and exposed to the grade level materials along with independent learning levels and high cognitive complexity tasks that would adequately prepare students for the FCAT 2.0 and increase their student achievement.	1A.2. Teachers will have access to the process of deconstructing the standards and selecting teaching materials/text that reflect the level of rigor presented on FCAT 2.0. During strategic planning meetings, teachers will develop cognitively complex tasks and questions associated with the benchmark being taught.	1A.2. Administrative Team, Kristi Brown - Reading Coach, Adrienne Brown - Testing Coordinator	1A.2. Classroom Walkthroughs, review of materials used and determining the level of rigor based on qualitative, quantitative and reader task analysis, and results of formative and summative assessments	1A.2. Mini Assessments, course success, SIPR documents, District provided evaluation tool used with the NG-CARPD curriculum
			1A.3. Proper student placement of	1A.3. Multiple sources of data will	1A.3. Administrative Team,	1A.3. Disaggregation of	1A.3. FCAT data, FAIR, Edge

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		all level 1 & 2 students within the Intensive Reading classes to receive the appropriate intervention.	be used to place the students in the appropriate intensive reading classes.	Kristi Brown, Reading Coach	baseline data and examination of additional specific data to make placement decisions to include fluency, placement levels, and Fair/FCAT.	placement test, class rosters				
		1A 4. Teachers must be trained prior to the start of the school year in all Reading Standards in order to standards based instructional approach including a comprehensive system of deconstructing benchmarks prior to teaching a lesson.	1A 4. Teachers will have access to the process of deconstructing the standards and selecting teaching materials/text that reflect the level of rigor presented on FCAT 2.0 during pre-planning. FCIM Focus calendars will be developed prior to school starting and reviewed again in September in order to be set for the school year.	1A 4. Administrative Team, Kristi Brown, Reading Coach, Instructional Development Team	1A 4 Classroom Walkthroughs, review of materials used and determining the level of rigor, lesson planning, FCIM calendar, SIPR.	1A 4. Mini Assessments, course success, SIPR documents, formative assessments, and summative assessments.				
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B.1. Length of time to take the test.	1B.1. Break the test into short increments in which students can rest and refocus.	1B.1. Nicole Jefferson, Assistant Principal Tajuana Lee Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	1B.1. Practice Alternate Assessment Test Collaboration during PLC Data	1B.1. Data Logs, Classroom Data				
Reading Goal #1B: <i>Students who take the Reading Alternate Assessment Test will increase their score by 2%.</i>	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance .*</th> <th>2013 Expected Level of Performance .*</th> </tr> </thead> <tbody> <tr> <td>8 students took the Reading Alternate Assessment and 12%(1) scored a Level 4, 12%(1) scored at a Level 6.</td> <td>The 2013 Reading Alternate Assessment projected scoring will improve from 1% to 2% with 4 students scoring at</td> </tr> </tbody> </table>	2012 Current Level of Performance .*	2013 Expected Level of Performance .*	8 students took the Reading Alternate Assessment and 12%(1) scored a Level 4, 12%(1) scored at a Level 6.	The 2013 Reading Alternate Assessment projected scoring will improve from 1% to 2% with 4 students scoring at					
2012 Current Level of Performance .*	2013 Expected Level of Performance .*									
8 students took the Reading Alternate Assessment and 12%(1) scored a Level 4, 12%(1) scored at a Level 6.	The 2013 Reading Alternate Assessment projected scoring will improve from 1% to 2% with 4 students scoring at									

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		Levels 4, 5, and 6.					
			1B.2. Teachers have a short amount of time to be trained to administer test to students.	1B.2. Teachers will be given more time to be trained to administer the test.	1B.2. Nicole Jefferson, Assistant Principal Tajuana Lee Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	1B.2. Practice Alternative Assessment Test Collaboration during PLC Data	1B.2. Data logs, Assessment Data
			1B.3. Students may not or do not use their assistive technology as often as needed.	1B.3. Teachers will teach students how to use the assistive technology devices.	1B.3. Nicole Jefferson, Assistant Principal Tajuana Lee Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	1B.3. Classroom walkthroughs, Data chats, progress monitoring, FCAT data	1B.3. Data logs, Assessment Data
			1B 4. Teachers may not use practice test materials with fidelity.	1B 4. Teachers will utilize practice materials throughout the school year in order to help prepare students for testing.	1B 4. Nicole Jefferson, Assistant Principal Tajuana Lee Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	1B 4. Classroom Walkthroughs, Evidence of materials used.	1B 4. Data logs, Assessment Data

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Lack of enrollment or motivation within challenging academic courses.	2A.1. ORHS will add the Junior Achievement Magnet Program, redesign the current magnet programs, increase the use of AP potential to market students, and add additional Advanced Placement (AP) classes.	2A.1. Mike Martucci, Assistant Principal Niccole Jefferson, Assistant Principal of Instruction (API)	2A.1. Junior Achievement and Magnet program enrollment, course selection and enrollment data, and course success data, middle school articulation, monitoring potential students	2A.1. Enrollment and student success as reflected by grades and test scores
Reading Goal #2A: <i>Students scoring above proficiency will maintain and/or improve high levels of proficiency.</i>	2012 Current Level of Performance .* 8% of students scored a Level 4 or above in Reading	2013 Expected Level of Performance .* 12% will score at a Level 4 or above in reading					
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Length of time to take the test.	2B.1. Break the test into short increments in which students can rest and refocus.	2B.1. Nicole Jefferson, Assistant Principal Tajuana Lee-Wenz, Inclusion Coach Sabrina Britt, Staffing	2B.1. Practice Alternate Assessment Test Collaboration during PLC Data	2B.1. Data logs, Assessment Data
Reading Goal #2B: <i>Students who take the Reading Alternate Assessment Test will increase their score by 2%.</i>	2012 Current Level of Performance .* 8 students took the 2012 Reading Alternate Assessment and 35% (3) students scored a Level 7 and (12%)1 student scored a Level 9	2013 Expected Level of Performance .* The 2013 Reading Assessment projected scoring will improve from 1% to 2% with 4 students scoring at or above a level 7.					

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		2B.2. Teachers have a short amount of time to be trained to administer test to students.	2B.2. Teachers will be given more time to be trained to administer the test.	2B.2. Nicole Jefferson, Assistant Principal Tajuana Lee Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	2B.2. Practice Alternative Assessment Test Collaboration during PLC Data	2B.2. Data logs, Assessment Data
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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Teachers need to buy in to the understanding of the need to teach literacy strategies within their content.	3A. 1. All content areas will stress the importance of reading as a priority and will attend professional development for reading and implement best practices including discussing student achievement data and intervention strategies. Professional development and follow up must be provided weekly. Classroom walk-throughs reviewed weekly by administration and instructional coaches. Disciplinary Literacy Coach will provide support to all content area teachers. FCIM training	3A.1. Administrative Leadership Team, Gayle Mooring – Disciplinary Literacy Coach	3A.1. PLC meetings, mini assessment data, and FCIM	3A.1. District Benchmark Assessment, mini assessments, and common formative assessments.
Reading Goal #3A: Oak Ridge High School will increase learning gains in reading by 20% through the use of standards based instruction and implementation of the FCIM model. All content areas will stress the importance of reading as a priority and will attend professional development for reading and implement best practices including discussing student achievement data and intervention strategies.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>.*</u>					
	<i>55% of students made learning gains in Reading on the 2011 FCAT Reading test.</i>	<i>75% of students will make learning gains in reading</i>					
			3A.2. High ELL population who lack reading strategies in their first language.	3A.2. Teachers trained in ESOL strategies Provide differentiated instruction based on student data and learning styles.	3A.2. Leadership Team, Reading Coach, and Marie Brun - CCT	3A.2. FCIM, Data collection, and course success	3A.2. Mini and Benchmark Assessments, course performance
		3A.3. Access to Tier 3	3A.3. Students will be encouraged	3A.3. Travis Gabriel, Program	3A.3. Attendance Records	3A.3. Mini and Benchmark	

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		Intervention needed to increase reading proficiency	to attend intervention programs provided after school and on weekends such as 21 st Century, SES tutoring, ELL tutoring, and teacher tutoring.	Director Daphne Lewis, SES Facilitator	Tutoring Schedule and Records	Assessments data	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
Reading Goal #3B: <i>Students who take the Reading Alternate Assessment Test will increase learning gains by 1%</i>	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance</u>	Length of time to take the test.	Break the test into short increments in which students can rest and refocus.	Nicole Jefferson, Assistant Principal Tajuana Lee-Wenz, Inclusion Coach Sabrina Britt, Staffing	Practice Alternate Assessment Test Collaboration during PLC Data	Data logs, Assessment Data
	8 students took the 2012 Reading Alternative Assessment and 87% (7) made learning gains	The 2013 Reading Alternate Assessment data will improve from 87% to 88% students making learning gains	3B.2. Students must have direct instruction in order to increase student achievement.	3B.2. Provide the training and support (additional Paraprofessionals) to allow direct instruction to occur based on the student needs.	3B.2. Nicole Jefferson, Assistant Principal Tajuana Lee-Wenz, Inclusion Coach Sabrina Britt, Staffing	3B.2. Practice Alternate Assessment Test	3B.2. Data logs, Assessment Data

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Reading Goal #4: To establish a master schedule that will ensure that students are placed in the appropriate Reading course and to provide teachers with training in reading comprehension strategies, data analysis, vocabulary acquisition, brain-based learning, and differentiated instruction; and to provide support systems through after-school tutoring, reading clubs and an improved Media Center.	2012 Current Level of Performance .:*	2013 Expected Level of Performance .:*	Lack of participation in Tier 3 intervention services.	Redesign and implement a focused 21 st Century afterschool tutoring program and Implement an SES afterschool tutoring program.	Travis Gabriel – 21 st Century Program Coordinator Daphne Lewis – SES Coordinator	Participation Data and student achievement results	Student assessment data on district assessments
	63% of students in Lowest 25% made learning gains in Reading on the 2010 FCAT Reading test.	75 % students in Lowest 25% will make learning gains in Reading on the 2011 FCAT Reading test.	4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			High ELL population	Create and implement courses such as DLS Reading, ESOL Language Arts, and ESOL newcomer classes to provide academic support to ELL students.	Leadership Team, Reading Coach, Marie Brun - CCT	Course schedules, common formative assessments, district assessments, PLC monitoring, and RtI intervention data	Student assessment data, FAIR, minis, benchmarks, Cella, and course performance
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
			Lack of formal training in ESOL strategies for all teachers.	Professional development provided in ESOL via school based coaching, ESOL courses, deconstruction of benchmarks and teaching tools, and outlined curricular	Leadership Team, Reading Coach,	Classroom observations and data disaggregated by teacher	Student assessment data, FAIR, minis, benchmarks, Cella, and course performance

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			expectations provided to new teachers			
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 (White – Black % Gap – 22.9%; White Hispanic % Gap 11.9% and White to other % Gap -5.7%)	White – Black % Gap 31.4% ; White – Hispanic % Gap 26.4%; White – Others 23.4% Based on enrollment population changes, the percentage changed in this data set.	Anticipated decrease by 5% White – Black % Gap 26.4% ; White – Hispanic % Gap 21.4%; White – Others 19.4%	Anticipated decrease by 5% White – Black % Gap 21.4% ; White – Hispanic % Gap 16.4%; White – Others 14.4%	Anticipated decrease by 5% White – Black % Gap 21.4% ; White – Hispanic % Gap 16.4%; White – Others 14.4%	Anticipated decrease by 5% White – Black % Gap 16.4% ; White – Hispanic % Gap 11.4%; White – Others 9.4%	Anticipated decrease by 5% White – Black % Gap 11.4% ; White – Hispanic % Gap 6.4%; White – Others 4.4%
	Reading Goal #5A: <i>Because ORHS is a predominately minority school, the achievement gap percentages are lower than at other schools. ORHS will reduce the achievement gap by 5 percentage points each year until there is no gap.</i>						
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	Fixed mindset of parents and students		5B.1.	5B.1.	5B.1.	5B.1.	
	Reading Goal #5B: Black and Hispanic students are in need of improvement in all areas of reading. A system to motivate and stress the importance of reading for their future success will be established and student	2012 Current Level of Performance :.*	2013 Expected Level of Performance :.*	Create a college going culture to provide the tools and skills that all student need to be successful in whatever career or college path that they choose. Establish high standards and expectations of all students. Hire high quality staff members who believe in our students and are committed	Administrative leadership team, instructional coaches, teachers, AVID coordinator	PLCs, RtI meetings, student and parent surveys, lesson plans	District benchmark and mini assessments, course success, ACT/SAT scores, college application data
	Black: 14% were on grade level in Reading; Hispanic: 20% of students	Black student achievement will increase to 19% on grade level and					

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achievement will increase and reduce the achievement gap by 5% each year	were on grade level in Reading	Hispanic student will increase to 25% on grade level in Reading.		to increasing their self-esteem and motivation to succeed. Build positive relationships with all students and families/			
			5B.2. High mobility rate	5B.2. Implement welcome meetings for new students to share school culture and expectations.	5B.2. Leadership Team, Guidance Counselors, Instructional Coaches	5B.2. PLCs, data discussions, and enrollment records	5B.2. Benchmark and mini assessment data, common formative assessments, student and parent surveys
			5B.3. Lack of positive relationships and mentors for students.	5B.3. Develop a system to monitor student data and relationships throughout the school year. Establish mentorship groups for all students. Use student mentors and City Year to work with students Establish a freshmen experience course to assist students on academically graduating to the next grade. Train an intervention team to implement Link Crew and a student led mentorship team.	5B.3. Adrienne Brown Brian Agard Nicole Jefferson Travis Gabriel Kenny Coutain	5B.3. Data team meeting discussions, PLCs, RtI team, and Freshmen Experience group	5B.3. Course performance data, grade point average data, graduation rate, student surveys, RtI intervention data

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<p>Reading Goal #5C: ELL learners are in need if improvement in all areas of reading, in their first and second language. ELL students will be placed in ESOL classes with ESOL endorsed/trained teachers who will use strategies to improve their reading skills by 10%. The instructional focus calendar will be the guide and will be adjusted as needed based in assessments PLCs, and RtI data.</p>	<p><u>2012</u> Current Level of Performance .*</p>	<p><u>2013</u> Expected Level of Performance .*</p>	<p>Multiple levels of ELL students</p>	<p>Utilize data to place students appropriately.</p> <p>Implement a newcomer class and an intervention class for extremely language deficient students.</p> <p>Differentiate instruction to meet the needs of the learners.</p>	<p>CCT, Instructional Coaches, Leadership Team</p>	<p>Classroom walk-throughs, PLCs, professional development logs, and data examination and review chats</p>	<p>District min assessments and benchmark assessments, classroom assessments</p>
	<p><i>6% of ELL students scored at a Level 3 or above on the 2011 FCAT</i></p>	<p><i>16% of ELL students will score at a level 3 or above on the 2013 FCAT</i></p>	<p>5C.2.</p> <p>Students do not fully understand and fully utilize student owned literacy strategies in their daily work to build their vocabulary and literacy skills.</p>	<p>5C.2.</p> <p>Utilize appropriate ELL resources and placement of students to enable them to make learning gains in Reading.</p> <p>Train all teachers in ESOL and student owned literacy strategies.</p> <p>Implement the use of student literacy strategies in all classrooms.</p>	<p>5C.2.</p> <p>CCT, Reading Teacher, Reading Coaches, Content Area Teachers</p>	<p>5C.2.</p> <p>Lesson Plans and assessment data examinations</p>	<p>5C.2.</p> <p>FCAT and assessment data</p>
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			Teacher understanding and implementation of	Professional development on differentiate instruction	Adrienne Brown Brian Agard	Examination of Course performance data, grade	Course performance data, grade point average data,

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<p><u>Reading Goal #5D:</u> Monitor students subgroup performance using the FCIM and reduce the number if student performing below grade level in Reading by 10% and create a system to ensure subgroups are monitored</p>	<p><u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> :* -*</p>	<p><u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> :* -*</p>	<p>differentiated instruction based on academic needs and motivating factors.</p>	<p>based on academic needs</p>	<p>Nicole Jefferson Travis Gabriel Kenny Coutain</p>	<p>point average data, graduation rate, student surveys, RtI intervention data, classroom walk-throughs</p>	<p>graduation rate, student surveys, RtI intervention data, data room results display</p>	
	<p><i>9% of SWD students scored at a level 3 or above in Reading</i></p>	<p><i>19% of SWD students will score at a level 3 or above in Reading</i></p>		<p>Establish a system of identifying relationships for all students.</p>	<p>Establish a student led mentorship program (Link Crew) and learning strategies course.</p>			
				<p>5D.2. Teacher and student must increase the use of appropriate accommodations and modifications.</p>	<p>5D.2. Teachers will be provided professional development on ESE accommodations.</p>	<p>5D.2. District and school based instructional support teachers</p>	<p>5D.2. Professional Development Logs, PLC notes, Classroom Walk-throughs, data review</p>	<p>5D.2. District Benchmark Assessments and classroom assessments</p>
			<p>5D.3. Teachers need additional training on and students need to utilize research based learning strategies more often or on a regular basis in all content classes.</p>	<p>5D.3. Train the teachers in and implement strategic instructional model learning strategies and content enhancement routines.</p>	<p>5D.3. CRT, ESE Instructional support, and academic coaches</p>	<p>5D.3. Classroom observations and PLC data review</p>	<p>5D.3. District Benchmark Assessments</p>	

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E:	2012 Current Level of Performance .*	2013 Expected Level of Performance .*	Fixed mindset of teachers, parents and students.	Implement a system of school wide differentiate instruction Implement a system of monitoring relationships Focus academic instruction on a standards based instructional model	Leadership Team, instructional coaches, CRT	Classroom observations, data room data examination, PLC data review, teacher data notebook discussions and data chats	District benchmark tests and classroom assessments.
<i>To create and implement a system to monitor students who are FRL using PMRN and District Benchmark tests to increase student achievement by 10%</i>	<i>24% FRL students scored at a level 3 or above in Reading</i>	<i>34% of FRL students will score at a level 3 or above in Reading</i>					

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Strategies	9-12	Dr. Rose Taylor	All Teachers	Pre-Pre Planning Pre-Planning August 2012-January 2013	Classroom walkthroughs with feedback, Marzano evaluation tool, Dr, Rose Taylor Literacy Strategies and Feedback tool	Principal, CRT
Unpacking the Standards	9-12	OCPS Instructional Development and School based Academic	All Teachers	July – September 2012 Weekly PLC sessions and Wednesday PD sessions	Lesson plans, PLC documentation, Lesson Study	Principal

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		Coaches				
PLC Collaborative Structures	9-12	OCPS Instructional Development and School based Academic Coaches	All Teachers	Pre-Pre Planning Pre-Planning August 2012-January 2013 and Weekly PLC sessions and Wednesday PD sessions	Classroom walkthroughs with feedback, Marzano evaluation tool, PLC documentation	Principal
Use of Technology	9-12	OCPS District Technology Dept. and School based personnel	All Teachers	August 2012-December 2012 during PLC sessions	Classroom walkthroughs with feedback, Marzano evaluation tool, PLC documentation	School Leadership Team
Lesson Study	9-12	OCPS Instructional Development and School based academic coaches	All Teachers	Common Planning and Training Sessions	Lesson Study documentations, lesson plans	School leadership Team and academic coaches
Achieve 3000	9-12	Achieve 3000 Staff	Reading Teachers expanding to all teachers	September – October 2012	Lesson Plan documentation and classroom walk-throughs	Reading Coach
Sylvan ACT prep	11-12	Sylvan and Reading coach	All 11-12 Reading teachers	September 2012	Lesson Plan documentation and classroom walk-throughs	Reading Coach

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
ACT/SAT	ACT Sylvan Test Prep	LSV	35,000
Achieve 3000	Nonfiction Reading Resources	LSV	15,500
			Subtotal: 50,500
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Link Crew	Motivation, Intervention and Relationship strategies	Title I/LSV	15,000
			Subtotal: 15,000
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 65,500

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.						
1. Students scoring proficient in listening/speaking.		1.1. Students are in the country less than a year with minimum English proficiency in Reading/Speaking	1.1. Students with limited English proficiency will be placed in developmental language arts with an ESOL certified teacher and provided with instructional resources in the areas of reading, speaking and writing.	1.1. Dalila Hernandez, Assistant Principal Marie Brun, CCT	1.1. Student achievement data, master schedule, curricular materials, monitoring by counselors and CCT	1.1. Teacher evaluative data, classroom walkthroughs, PLC
CELLA Goal #1: Based on the 2012 CELLA results, it is projected that the 2013 results will increase by 3% to the following: 9th-55% 10th-65% 11th-73% 12th-34%	2012 Current Percent of Students Proficient in Listening/Speaking: <i>Based on the current CELLA results the students scored as follows:</i> 9th-52% (19) 10th-62% (75) 11th-70% (61) 12th 31% (55)					
		1.2. Teachers will need to be trained to use ESOL strategies within their class.	1.2. Teachers will participate in a class which incorporates ESOL strategies in the content areas.	1.2. Dalila Hernandez, Assistant Principal Marie Brun, CCT	1.2. Student achievement data, curricular materials, Classroom walkthroughs, lesson plans	1.2. Teacher evaluative data, classroom walkthroughs
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1 Teachers will need to be trained to use ESOL strategies within their class.	2.1 Teachers will participate in a class which incorporates ESOL strategies in the content areas.	2.1 Dalila Hernandez, Assistant Principal Marie Brun, CCT	2.1 Student achievement data, curricular materials, Classroom walkthroughs, lesson plans	2.1 Teacher evaluative data, classroom walkthroughs
CELLA Goal #2: <i>Based on the projected results of the 2013 CELLA students will increase reading CELLA</i>	2012 Current Percent of Students Proficient in Reading: <i>Based on the 2012 CELLA results students scored as follows:</i> 9th grade-3% (4)					

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<i>scores to the following: 9th grade-6% 10th grade-18% 11th grade-22% 12th grade-22%</i>	<i>10th grade-15% (19) 11th grade-19% (18) 12th grade-19% (11)</i>					
		2.2. Teacher s will need to be trained in Rosetta Stone and Achieve 3000 and establish rigorous lesson for all students.	2.2. Students will use Rosetta Stone and Achieve 3000 as reading interventions in order to increase grade level reading ability.	2.2. Dalila Hernandez, Assistant Principal Marie Brun, CCT	2.2. Student achievement data, curricular materials, Classroom walkthroughs, lesson plans	2.2. Teacher evaluative data, classroom walkthroughs, program assessment results.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1.	2.1.	2.1.	2.1.	2.1.
<p><u>CELLA Goal #3:</u></p> <p><i>Based on the projected scores for the 2013 CELLA Writing students will increase scores by the following:</i></p> <p>9th grade:18%</p> <p>10th grade:26%</p> <p>11th grade:22%</p> <p>12th grade:25%</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p> <p><i>Based on the 2012 CELLA results students scored the following in Writing:</i></p> <p>9th grade-15% (11)</p> <p>10th grade-23% (29)</p> <p>11th grade-19% (18)</p> <p>12th grade-22% (13)</p>	<p>Students are unable to write on grade level and use proper conventions.</p>	<p>Teachers and students will participate in Mary Rose writing workshops and complete monthly writing prompts.</p> <p>Continuous feedback will be given to the students in order to improve their writing through the editing process.</p> <p>Direct instruction will be provided on conventions and writing process as well as differentiated instruction based on the formative writing assessments.</p>	<p>Dalila Hernandez, 10th grade Language Arts teachers, Mary Rose</p>	<p>Increase in writing prompts scores each month</p>	<p>FCAT writing test, monthly writing assessments</p>

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Rosetta Stone		District Funds	n/a
Achieve 3000		Included in other areas	n/a
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
District ESOL Courses offered at ORHS	ESOL endorsement courses	n/a	n/a
			Subtotal:
			Total:

End of CELLA Goals

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Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: Students who take the Math Alternate Assessment Test will increase their score by 2%.	2012 Current Level of Performance :*	2013 Expected Level of Performance: *	Length of time to take the test.	Break the test into short increments in which students can rest and regroup.	Nicole Jefferson, Assistant Principal Tajuana Lee-Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	Practice Alternate Assessment test Collaboration during PLCS Data	Data logs, Assessment data
	<i>8 students took the 2012 Math Alternate Assessment and 12%(1) scored a Level 4, 12%(1) scored at a Level 6.</i>		<i>The 2013 Math Alternate Assessment projected scoring will improve from 1% to 2% with 4 students scoring at Levels 4, 5, or 6.</i>	1.2.	1.2.	1.2.	1.2.
			Teachers have a short amount of time to be trained to administer test to students.	Teachers will be given more time to be trained to administer.	Nicole Jefferson, Assistant Principal Tajuana Lee-Wenz, Inclusion Coach Sabrina Britt, Staffing	Practice Alternate Assessment test Collaboration during PLCs Data	Data logs, Assessment data

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				Specialist		
		1.3. Students do not consistently use their assistive technology as often as needed.	1.3. Teachers will teach students how to use the assistive technology devices.	1.3. Nicole Jefferson, Assistant Principal Tajuana Lee-Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	1.3. Classroom walkthroughs, Data chats, progress monitoring, FCAT data	1.3. Data logs, Assessment Data
		Teachers must use practice test materials with fidelity.	Teachers will utilize practice materials throughout the school year in order to help prepare students for testing.	Nicole Jefferson, Assistant Principal Tajuana Lee-Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	Classroom walkthroughs, Evidence of materials used.	Classroom Data
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.						
Mathematics Goal #2:	<u>2012</u> Current Level of Performance :*	<u>2013</u> Expected Level of Performance: *	Length of time to take the test.	Nicole Jefferson, Assistant Principal Tajuana Lee-Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	Practice Alternate Assessment test Collaboration during PLCs Data	Data logs, Assessment data
<i>Increase the number of students passing the Math Alternate Assessment Test by 2%.</i>	<i>8 students took the Math Florida Alternate Assessment Test and 12% (1)</i>	<i>In 2013, it is projected that 4 students will pass the math Alternate Assessment</i>	Break the test into short increments in which students can rest and regroup.			

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	<i>passed with a score of 7</i>	<i>Test with a score of Level 7.</i>					
			Teachers have a short amount of time to be trained to administer test to students.	Teachers will be given more time to be trained to administer.	Nicole Jefferson, Assistant Principal Tajuana Lee-Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	Practice Alternate Assessment test Collaboration during PLCs Data	Data logs, Assessment data
			Students do not consistently use their assistive technology as often as needed.	Teachers will teach students how to use the assistive technology devices.	Nicole Jefferson, Assistant Principal Tajuana Lee-Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	Classroom walkthroughs, Data chats, progress monitoring, FCAT data	Data logs, Assessment Data
			Teachers must use practice test materials with fidelity.	Teachers will utilize practice materials throughout the school year in order to help prepare students for testing.	Nicole Jefferson, Assistant Principal Tajuana Lee-Wenze, Inclusion Coach Sabrina Britt, Staffing Specialist	Classroom walkthroughs, Evidence of materials used.	Classroom Data

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.							
Mathematics Goal #3: <i>The number of students that make learning gains on the Mathematics Alternate Assessment will increase by 2%.</i>	2012 Current Level of Performance :.*	2013 Expected Level of Performance: *					
	8 students took the 2012 Alternate Assessment in Mathematics and 87% (7) made learning gains.	In 2013, the projected increase of students making learning gains on the Mathematics Alternate Assessment test is 89% which is 2% higher than the 2011-2012 year.	Length of time to take the test	Break the test into short increments in which students can rest and regroup.	Nicole Jefferson, Assistant Principal Tajuana Lee Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	Practice Alternate Assessment test Collaboration during PLCs Data	Data Logs, Classroom Data
			Teachers have a short amount of time to be trained to administer test to students	Teachers will be given more time to be trained to administer.	Nicole Jefferson, Assistant Principal Tajuana Lee Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	Practice Alternate Assessment test Collaboration during PLCs Data	Data Logs, Classroom Data
		Students do not use their	Teachers will teach students	Nicole Jefferson,	Classroom walk-throughs,	Data Logs, Assessment	

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		assistive technology as often as needed.	how to use the assistive technology devices.	Assistant Principal Tajuana Lee Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	Data chats, progress monitoring, FCAT Data	Data
		Teachers are not using practice test materials with fidelity.	Teachers will utilize practice materials throughout the school year in order to help prepare students for testing.	Nicole Jefferson, Assistant Principal Tajuana Lee Wenz, Inclusion Coach Sabrina Britt, Staffing Specialist	Classroom walkthroughs, Evidence of materials used	Classroom Data

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. The implementation of required tasks need monitoring.	1.1. Math coach and mathematics teachers will develop a common protocol which clearly defines the roles and responsibilities of all instructional coaches. Math coach and administrators will communicate expectations of the coaching cycle to all staff and support the implementation of coaching practices. Classroom observations will be conducted by Math Coach and administrators and achievement data will be reviewed to identify teachers in need of additional support.	1.1. Jerome Naso, Math Coach	1.1. Coaching Cycle rubrics, professional development documentation, student achievement data, classroom observations, administrative team meeting agenda/minutes.	1.1. PLC documentation, Teacher progress monitoring, Professional development documentation, Student achievement data
Algebra 1 Goal #1: Based on the 2012 EOC Data, 34%(137) students scored at achievement level 3 or higher. In 2013 it is projected that 37% (145) students will score at achievement level 3 or higher.	2012 <u>Current</u> Level of Performance :* <i>Based on the 2012 EOC Data, 34% (137) students scored at achievement level 3 or higher.</i>	2013 <u>Expected</u> Level of Performance :* <i>Based on the 2012 EOC Data it is projected that 37% (145) students will score at achievement level 3 or higher on the 2013 Algebra EOC exam.</i>					
			1.2. A more effective reflective feedback process is needed.	1.2. Teachers will be provided with reflective feedback based on classroom walkthroughs and coach’s logs by school based administrators and Math	1.2. Jerome Naso Math Coach, Mike Martucci, Assistant Principal	1.2. Coaching Cycle rubrics, professional development documentation, student achievement data, classroom observations, administrative team	1.2. PLC documentation, Teacher progress monitoring, Professional development documentation, Student achievement data

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			Coach.		meeting agenda/minutes.	
		1.3. New teachers are unfamiliar with item specifications, CIA blue prints and order of instruction.	1.3. Teachers new to the school and 1st year teachers will receive proper training in the item specifications, CIA blueprints and order of instruction.	1.3. Jerome Naso, Math Coach Mike Martucci, Assistant Principal Tracey Lewis, Algebra Lead Teacher	1.3. Lesson Plan review, Focus calendar, classroom observations, assessment data	1.3. Teacher progress monitoring, professional development documentation, PLC's, Student achievement data
		Student attendance issues are depleting needed instructional time.	Attendance office sends out Truancy Letters to students who have missed class excessively and continuously. City Year representatives encourage and motivate students to attend school regularly. Teachers provide makeup opportunities and homework assistance for those who are not attending school regularly. Teachers will be conscientious of attendance trends in their classrooms	Mike Martucci, Assistant Principal Jerome Naso, Math Coach	Attendance Records, Classroom observations, assessment data	Attendance documentation, PLC documentation, Student achievement data
		ELL students are not familiar with reading content specific reading strategies and vocabulary embedded within the mathematics content.	Teachers will incorporate reading strategies in the mathematics content area and use vocabulary consistently within content.	Mike Martucci, Assistant Principal Jerome Naso, Math Coach	Lesson plan review, Reading Focus Calendar, classroom observations	Teacher progress monitoring, professional development documentation, student achievement data
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Algebra Goal #2:</u>	<u>2012</u>	<u>2013</u>					
<i>To increase the number of students who score at or above achievement level 4 or 5 in Algebra I by 5% as measured by the EOC exam</i>	<u>Current</u>	<u>Expected</u>					
	<u>Level of Performance</u>	<u>Level of Performance</u>					
	.*	.*					
	7%	11%	The implementation of required tasks need monitoring.	Utilization of a pacing calendar to ensure that rigorous instruction occurs with enough time to increase enrichment. Schedule additional sections of Algebra I honors Work with middle schools to prepare a vertical articulation to ensure more students take Algebra I honors prior to high school or are prepared to take Algebra I Honors in 9 th grade.	Jerome Naso, Math Coach Tracy Lewis, Algebra Curriculum Leader	PLC minutes, FCIM and Focus Calendar, classroom walkthroughs, and lesson plan review for inclusion of rigor for instruction.	District Assessments and EOC exam data
			2.2. A more effective reflective feedback process is needed.	2.2. Teachers will be provided with reflective feedback based on classroom walkthroughs and coach's logs by school based administrators and Math Coach.	2.2. Jerome Naso, Math Coach Tracy Lewis, Algebra Curriculum Leader	2.2. Coaching Cycle rubrics, professional development documentation, student achievement data, classroom observations, administrative team meeting agenda/minutes.	2.2. PLC documentation, Teacher progress monitoring, Professional development documentation, Student achievement data

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <i>n/a</i>		White: 7 Black: 79 Hispanic: 42 Asian: 6 American Indian: 1	Data Unavailable at this time	Data Unavailable at this time	Data Unavailable at this time	Data Unavailable at this time	Data Unavailable at this time
	Algebra 1 Goal #3A: ORHS will decrease the achievement gap for students performing on the Algebra I EOC by 5% each year.		Based on enrollment population changes, the percentage changed in this data set. Due to the Algebra I EOC being a first year test in 2011-12, additional data and information is needed to further compile trends data.					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.			3B.1. Fixed mindset of parents and students	3B.1. Create a college going culture to provide the tools and skills that all student need to be successful in whatever career or college path that they choose. Establish high standards and expectations of all students. Hire high quality staff members who believe in our students and are committed	3B.1. Administrative leadership team, instructional coaches, teachers, AVID coordinator	3B.1. PLCs, RTI meetings, student and parent surveys, lesson plans	3B.1. District benchmark and mini assessments, course success, ACT/SAT scores, college application data	
Algebra 1 Goal #3B: <i>In 2011-2012 - 34% of our students scored at a level 3 or above on the Algebra EOC. As this was the first year for the test, additional data will be available each year. We anticipate increasing by at least</i>			2012 <u>Current Level of Performance</u> .* <i>Enter numerical data for current level of performance in this box.</i>	2013 <u>Expected Level of Performance</u> .* <i>Enter numerical data for expected level of performance in this box.</i>				

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<p>3 percentage points to have at least 37% scoring at a level 3 or above.</p>	<p>White: 7 Black: 79 Hispanic: 42 Asian: 6 American Indian: 1</p>	<p>White: 19 Black: 91 Hispanic: 54 Asian: 18 American Indian: 13</p>		<p>to increasing their self-esteem and motivation to succeed.</p> <p>Build positive relationships with all students and families</p>			
			<p>3B.2. High mobility rate</p>	<p>3B.2. Implement welcome meetings for new students to share school culture and expectations.</p>	<p>3B.2. Leadership Team, Guidance Counselors, Instructional Coaches</p>	<p>3B.2. PLCs, data discussions, and enrollment records</p>	<p>3B.2. Benchmark and mini assessment data, common formative assessments, student and parent surveys</p>
			<p>3B.3. Lack of Positive Relationships and Mentors for students</p>	<p>3B.3. Develop a system to monitor student data and relationships throughout the school year.</p> <p>Establish mentorship groups for all students.</p> <p>Use student mentors and City Year to work with students.</p> <p>Establish a freshmen experience course to assist students on academically graduating to the next grade.</p> <p>Train an intervention team to implement Link Crew and a student led mentorship team.</p>	<p>3B.3. Adrienne Brown Brian Agard Nicole Jefferson Travis Gabriel Kenny Coutain</p>	<p>3B.3. Data team meeting discussions, PLCs, RtI team, and Freshmen Experience group</p>	<p>3B.3. Course performance data, grade point average data, graduation rate, student surveys, RtI intervention data</p>

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</p>	<p>3C.1.</p>	<p>3C.1.</p>	<p>3C.1.</p>	<p>3C.1.</p>	<p>3C.1.</p>
<p>Algebra 1 Goal #3C: <i>In 2011-2012 - 34% of our students scored at a level 3 or above on the Algebra EOC. As this was the first year for the test, additional data will be available each year. We anticipate increasing by at least 3 percentage points to have at least 37% scoring at a level 3 or above.</i></p>	<p>Multiple levels of ELL students</p>	<p>Utilize data to place students appropriately.</p> <p>Differentiate instruction to meet the needs of the learners.</p> <p>Train the staff in ESOL strategies and literacy strategies.</p>	<p>CCT, Instructional Coaches, Leadership Team</p>	<p>Classroom walk-throughs, PLCs, professional development logs, and data examination and review chats</p>	<p>District min assessments and benchmark assessments, classroom assessments</p>
	<p>3C.2.</p> <p>Students do not use and fully utilize student owned literacy strategies in their daily work to build their vocabulary and literacy skills.</p>	<p>3C.2.</p> <p>Utilize appropriate ELL resources and placement of students to enable them to make learning gains in Reading.</p> <p>Train all teachers in ESOL and student owned literacy strategies.</p> <p>Implement the use of student literacy strategies in all classrooms.</p>	<p>3C.2.</p> <p>CCT, Reading Teacher, Reading Coaches, Content Area Teachers</p>	<p>3C.2.</p> <p>Lesson Plans and assessment data examinations</p>	<p>3C.2.</p> <p>FCAT and assessment data</p>
<p>Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.	
Algebra 1 Goal #3D:	2012 Current Level of Performance .*	2013 Expected Level of Performance .*						
<p><i>In 2011-2012 - 34% of our students scored at a level 3 or above on the Algebra EOC. As this was the first year for the test, additional data will be available each year. We anticipate increasing by at least 3 percentage points to have at least 37% scoring at a level 3 or above.</i></p>	<p>0 Students scored at a level 3 or above on the Algebra EOC</p>	<p>We anticipate 5 Students scoring at a level 3 or above on the Algebra EOC</p>	<p>Teacher understanding and implementation of differentiated instruction based on academic needs and motivating factors.</p>	<p>Professional development on differentiate instruction based on academic needs</p> <p>Establish a system of identifying relationships for all students</p> <p>Establish a student led mentorship program (Link Crew) and learning strategies course</p>	<p>Adrienne Brown Brian Agard Nicole Jefferson Travis Gabriel Kenny Coutain</p>	<p>Course performance data, grade point average data, graduation rate, student surveys, RtI intervention data, classroom walk-throughs</p>	<p>Course performance data, grade point average data, graduation rate, student surveys, RtI intervention data, data room results display</p>	
			3D.2.	<p>Teacher and student must increase the use of appropriate accommodations and modifications.</p>	<p>Teachers will be provided professional development on ESE accommodations.</p>	<p>District and school based instructional support teachers</p>	<p>Professional Development Logs, PLC notes, Classroom Walk-throughs, data review</p>	<p>District Benchmark Assessments and classroom assessments</p>
			3D.3.	<p>Teachers need additional training on and students need to utilize research based learning strategies more often or on a regular basis in all content classes.</p>	<p>Train the teachers in and implement strategic instructional model learning strategies and content enhancement routines.</p>	<p>CRT, ESE Instructional support, and academic coaches</p>	<p>Classroom observations and PLC data review</p>	<p>District Benchmark Assessments and classroom assessments</p>

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.	
Algebra 1 Goal #3E: <i>In 2011-2012 - 34% of our students scored at a level 3 or above on the Algebra EOC. As this was the first year for the test, additional data will be available each year. We anticipate increasing by at least 3 percentage points to have at least 37% scoring at a level 3 or above.</i>	2012 Current Level of Performance .*	2013 Expected Level of Performance .*	Fixed mindset of teachers, parents and students	Implement a system of school wide differentiated instruction. Implement a system of monitoring relationships. Focus academic instruction on a standards based instructional model.	Leadership Team, instructional coaches, CRT	Classroom observations, data room data examination, PLC data review, teacher data notebook discussions and data chats	District benchmark tests and classroom assessments.	
	125 students scored at a level 3 or above on the Algebra I EOC	We anticipate 137 students scoring at a level 3 or above on the Algebra EOC		3E.2. Teacher understanding and implementation of differentiated instruction based on academic needs and motivating factors.	3E.2. Professional development on differentiate instruction based on academic needs. Establish a system of identifying relationships for all students. Establish a student led mentorship program (Link Crew) and learning strategies course	3E.2. Adrienne Brown Brian Agard Nicole Jefferson Travis Gabriel Kenny Coutain	3E.2. Course performance data, grade point average data, graduation rate, student surveys, RtI intervention data, classroom walk-throughs	3E.2. Course performance data, grade point average data, graduation rate, student surveys, RtI intervention data, data room results display
				3E.3. Teacher understanding of strategies to boost student achievement in under-resourced learners.	3E.3. Train staff and implement 8 strategies to book student achievement in under-resourced learners.	3E.3. Nicole Jefferson Travis Gabriel Kenny Coutain	3E.3. Course performance data, grade point average data, graduation rate, student surveys, RtI intervention	3E.3. Course performance data, grade point average data, graduation rate, student surveys, RtI intervention

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					data, classroom walk-throughs	data, data room results display
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End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Students have a hard time interpreting word problems and acquiring new vocabulary.	1.1. Work with Reading Coach to incorporate literacy skills into the content. Leverage intensive geometry classes so vocabulary will be enforced.	1.1. Jerome Naso Gayle Mooring Mike Martucci	1.1. Lesson plans, classroom walkthroughs	1.1. Mini assessments
Geometry Goal #1: 40% of students will perform at an Achievement Level 3 or higher on the Geometry EOC Assessment.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> ce: *	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> : *					
	<i>Data Unavailable during 2011-12 school year</i>		<i>40% of students will perform at an achievement level of 3 or higher on the Geometry EOC assessment</i>	1.2. Student Mobility	1.2. Teachers will provide makeup work and additional tutoring to assist students with excessive absences Teachers will work with attendance clerk to report excessive absences.	1.2. Jerome Naso Mike Martucci	1.2. Lesson plans, classroom walkthroughs

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			1.3. Increase level of rigor in daily instruction and assessments	1.3. Teachers will collaborate and design rigorous lesson during common planning	1.3. Jerome Naso Mike Martucci	1.3. Lesson plans, classroom walkthroughs	1.3. Mini assessments, progress-book, attendance data
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
<p><u>Geometry Goal #2:</u></p> <p><i>Data Unavailable during 2011-12 school year</i></p> <p>10% of students will perform at an Achievement Level 4 or higher on the Geometry EOC Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>	<p>The implementation of required tasks need monitoring.</p>	<p>Utilization of a pacing calendar to ensure that rigorous instruction occurs with enough time to increase enrichment.</p> <p>Schedule additional sections of Algebra I honors</p> <p>Work with middle schools to prepare a vertical articulation to ensure more students take Algebra I honors prior to high school or are prepared to take Algebra I Honors in 9th grade.</p>	<p>Jerome Naso, Math Coach</p> <p>Tracy Lewis, Algebra Curriculum Leader</p>	<p>PLC minutes, FCIM and Focus Calendar, classroom walkthroughs, and lesson plans</p>	<p>District Assessments and EOC exam data</p>
	<p><i>Data Unavailable during 2011-12 school year</i></p>	<p><i>10% of students will perform at a level 4 or 5 in Geometry</i></p>					
			2.2. A more effective reflective feedback process is needed.	2.2. Teachers will be provided with reflective feedback based on classroom walkthroughs and coach’s logs by school based administrators and Math Coach.	2.2. Jerome Naso, Math Coach Tracy Lewis, Algebra Curriculum Leader	2.2. Coaching Cycle rubrics, professional development documentation, student achievement data, classroom observations, administrative team meeting agenda/minutes.	2.2. PLC documentation, Teacher progress monitoring, Professional development documentation, Student achievement data

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017								
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012 <i>Data Unavailable during 2011-12 school year</i>	<i>Data Unavailable during 2011-12 school year</i>	<i>Data Unavailable during 2011-12 school year</i>	<i>Data Unavailable during 2011-12 school year</i>	<i>Data Unavailable during 2011-12 school year</i>	<i>Data Unavailable during 2011-12 school year</i>								
Geometry Goal #3A: <i>Data Unavailable during 2011-12 school year</i>														
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool								
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.		3B.1. <i>Data Unavailable during 2011-12 school year</i>	3B.1.	3B.1.	3B.1.	3B.1.								
Geometry Goal #3B: <i>Data Unavailable during 2011-12 school year</i>	<table border="1"> <thead> <tr> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Current Level of Performance</td> <td>Expected Level of Performance</td> </tr> <tr> <td>:*</td> <td>:*</td> </tr> <tr> <td><i>Data Unavailable during 2011-12 school year</i></td> <td><i>Data Unavailable during 2011-12 school year</i></td> </tr> </tbody> </table>	2012	2013	Current Level of Performance	Expected Level of Performance	:*	:*	<i>Data Unavailable during 2011-12 school year</i>	<i>Data Unavailable during 2011-12 school year</i>	White: Black: Hispanic: Asian: American Indian:				
2012	2013													
Current Level of Performance	Expected Level of Performance													
:*	:*													
<i>Data Unavailable during 2011-12 school year</i>	<i>Data Unavailable during 2011-12 school year</i>													

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: <i>Data Unavailable during 2011-12 school year</i>	2012 Current Level of Performance .*	2013 Expected Level of Performance .*	Multiple levels of ELL students	Utilize data to place students appropriately Differentiate instruction to meet the needs of the learners Train the staff in ESOL strategies and literacy strategies	CCT, Instructional Coaches, Leadership Team	Classroom walk-throughs, PLCs, professional development logs, and data examination and review chats	District min assessments and benchmark assessments, classroom assessments
	<i>Data Unavailable during 2011-12 school year</i>		13 ELL students will score at a level 3 or above on the EOC	3C.2.	3C.2.	3C.2.	3C.2.
Students do not use fully understand and fully utilize student owned literacy strategies in their daily work to build their vocabulary and literacy skills			Utilize appropriate ELL resources and placement of students to enable them to make learning gains in Reading. Train all teachers in ESOL and student owned literacy strategies. Implement the use of student literacy strategies in all classrooms.	CCT, Reading Teacher, Reading Coaches, Content Area Teachers	Lesson Plans and assessment data examinations	FCAT and assessment data	3C.2.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.

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Geometry Goal #3D: <i>Data Unavailable during 2011-12 school year</i>	2012 <u>Current</u> Level of Performance :* :*	2013 <u>Expected</u> Level of Performance :* :*	Teacher understanding and implementation of differentiated instruction based on academic needs and motivating factors	Professional development on differentiate instruction based on academic needs Establish a system of identifying relationships for all students. Establish a student led mentorship program (Link Crew) and learning strategies course.	Adrienne Brown Brian Agard Nicole Jefferson Travis Gabriel Kenny Coutain	Course performance data, grade point average data, graduation rate, student surveys, RtI intervention data, classroom walk-throughs	Course performance data, grade point average data, graduation rate, student surveys, RtI intervention data, data room results display	
	<i>Data Unavailable during 2011-12 school year</i>		5 SWD students scored at a level 3 or above on the EOC	3D.2. Teacher and student must increase the use of appropriate accommodations and modifications.	3D.2. Teachers will be provided professional development on ESE accommodations	3D.2. District and school based instructional support teachers	3D.2. Professional Development Logs, PLC notes, Classroom Walk-throughs ,data review	3D.2. District Benchmark Assessments and classroom assessments
				3D.3. Teachers need additional training on and students need to utilize research based learning strategies more often or on a regular basis in all content classes.	3D.3. Train the teachers in and implement strategic instructional model learning strategies and content enhancement routines.	3D.3. CRT, ESE Instructional support, and academic coaches	3D.3. Classroom observations and PLC data review	3D.3. District Benchmark Assessments and classroom assessments

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: <i>Data Unavailable during 2011-12 school year</i>	2012 Current Level of Performance .*	2013 Expected Level of Performance .*	Fixed mindset of teachers, parents and students.	Implement a system of school wide differentiated instruction. Implement a system of monitoring relationships. Focus academic instruction on a standards based instructional model.	Leadership Team, instructional coaches, CRT	Classroom observations, data room data examination, PLC data review, teacher data notebook discussions and data chats	District benchmark tests and classroom assessments.
	<i>Data Unavailable during 2011-12 school year</i>	40% will make satisfactory progress.	3E.2. Teacher understanding and implementation of differentiated instruction based on academic needs and motivating factors.	3E.2. Professional development on differentiate instruction based on academic needs. Establish a system of identifying relationships for all students. Establish a student led mentorship program (Link Crew) and learning strategies course.	3E.2. Adrienne Brown Brian Agard Nicole Jefferson Travis Gabriel Kenny Coutain	3E.2. Course performance data, grade point average data, graduation rate, student surveys, RtI intervention data, classroom walk-throughs	3E.2. Course performance data, grade point average data, graduation rate, student surveys, RtI intervention data, data room results display
			3E.3. Teacher understanding of strategies to boost student achievement in under-resourced learners.	3E.3. Train staff and implement 8 strategies to book student achievement in under-resourced learners.	3E.3. Nicole Jefferson Travis Gabriel Kenny Coutain	3E.3. Course performance data, grade point average data, graduation rate, student surveys, RtI intervention data, classroom walk-throughs	3E.3. Course performance data, grade point average data, graduation rate, student surveys, RtI intervention data, data room results display

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End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Deconstructing the Standards	9-12	Instructional Development; Jerome Naso	All Math Teachers	August – December 2012	Lesson plans, walkthroughs, PLC data	Jerome Naso Mike Martucci
FCIM, Gradual Release, and Differentiated Instruction	9-12	School based and district coaches	All Math Teachers	August – December 2012	Lesson plans, walkthroughs, PLC data	Jerome Naso Mike Martucci
Online Based Testing Strategies	9-12	School based and district coaches	All Math Teachers	August – December 2012	Lesson plans, walkthroughs, PLC data	Jerome Naso Mike Martucci
Literacy Strategies	9-12	School Based Coaches (Math and Content Literacy Coach)	All Math Teachers	August – December 2012	Lesson plans, walkthroughs, PLC data	Jerome Naso Gayle Mooring Mike Martucci
Lesson Study	9-12	District Staff, Math Coach	School Wide	Common Planning Time and Department Meetings	Lesson Plan Review, RtI, and Academic Teacher Conferences	Mike Martucci, Assistant Principal and Jerome Naso

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
			Total:

End of Mathematics Goals

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Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.							
<u>Science Goal #1:</u>	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance</u>					
Students who take the Science Alternate Assessment test will increase their score by 2%.	<i>In 2012, 6 students took the Science Alternate Assessment Test and scored the following: Level 4- 1 student Level 5- 0 students Level 6- 2 students</i>	<i>The 2013 Science Alternate Assessment test projected scoring will improve from 1% to 2% with 5 students scoring at levels 4, 5, or 6.</i>	Length of time to take the test.	Break the test into short increments in which students can rest and regroup frequently. Use of accommodations.	Nicole Jefferson, Assistant Principal Tajuana Lee-Wenze, Inclusion Coach Sabrina Britt, Staffing Specialist	Practice Alternate Assessment Test Collaboration during PLC Use of Data	Data notebooks, Classroom Data, Classroom Portfolios
			Teachers have a short amount of time to be trained to administer test to students	Teachers will be given more time to be trained to administer the test	Nicole Jefferson, Assistant Principal	Practice Alternate Assessment Test	Data logs, Assessment Data

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				Tajuana Lee-Wenze, Inclusion Coach Sabrina Britt, Staffing Specialist	Collaboration during PLC Data	
		Teachers are not using practice test materials with fidelity.	Teachers will utilize practice materials throughout the school year in order to help prepare students for testing.	Nicole Jefferson, Assistant Principal Tajuana Lee-Wenze, Inclusion Coach Sabrina Britt, Staffing Specialist	Classroom walkthroughs, Evidence of materials used.	Classroom Data

End of Florida Alternate Assessment High School Science Goals

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Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.							
Biology 1 Goal #1: <i>Maintain and improve academic/achievement focus and consistency through use of the use of the Continuous Improvement Model.</i>	2012 Current Level of Performance :*	2013 Expected Level of Performance :*	Prior knowledge of content area.				
	Data Unavailable during 2011-12 school year		Increase professional development for content	Students will be screened when they enter our school in order to place student in the most rigorous academic Science course appropriate to the student.	Guidance Counselors Administrative Leadership team	PLC data review FCIM RtI	District Benchmark exams; Interactive notebooks
			Large amount of economically disadvantaged students.				
			High ELL population	ESOL strategies Differentiated Instruction	Teachers, Administrative Leadership Team Instructional Coaches CCT	PLC data review FCIM RtI	Classroom walk through Interactive notebooks, classroom assessments
			Students with low reading scores	Teachers will incorporate literacy strategies in the content area	Teachers, Gayle Mooring, Disciplinary Literacy Coach	Progress monitoring	mini assessment data, Biology EOC data

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.								
Biology 1 Goal #2: <i>Data Unavailable during 2011-12 school year</i>	2012 Current Level of Performance .*	2013 Expected Level of Performance .*	High mobility rate	Students will be screened when they enter our school in order to place student in the most rigorous academic Science course appropriate to the student. Offer additional honors sections and Advanced Placement Sections	Guidance Counselors Administrative Leadership team	PLC data review FCIM RtI	District Benchmark exams; Interactive notebooks	
	<i>Data Unavailable during 2011-12 school year</i>		10% of students will score at a level 4 or 5	High ELL population	ESOL strategies Differentiated Instruction	Teachers, Administrative Leadership Team Instructional Coaches CCT	PLC data review FCIM RtI	Classroom walk through Interactive notebooks, classroom assessments
				Students with low reading scores	Teachers will incorporate literacy strategies in the content area	Teachers, Gayle Mooring, Disciplinary Literacy Coach	Progress monitoring	Mini assessment data, Biology EOC data

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Deconstructing Science Benchmarks	9-12	District Staff, Science Coach	Science Department	District Content area follow up meetings	Lesson studies, common/mini assessment data	Mike Martucci, Assistant Principal and Rebecca Ray, Science Coach
Lesson Study	9-12	District Staff, Science Coach	School Wide	Common Planning Time and Department Meetings	Lesson Plan Review, RtI, and Academic Teacher Conferences	Mike Martucci, Assistant Principal and Rebecca Ray, Science Coach
Disaggregating data and using data to drive instruction	9-12	Rebecca Ray, Science Coach, District Science support	Science department	Common planning time, department meetings	Mini assessment data, review of data notebooks	Mike Martucci, Assistant Principal and Rebecca Ray, Science Coach

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Penda	Science Curricular Learning and Assessment	General Budget	\$4,000.00
			Subtotal: 4,000.00
Technology			

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Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
			Total:

End of Science Goals

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Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Writing Goal #1A:	2012	2013	Teachers need additional training to prepare students to write to the rigorous level of FCAT writing.	Utilize writing consultant Mary Rose to train 10th grade language arts teachers, model how to effectively teach the writing process to students in their classrooms, observe teachers teaching the writing process, grade essays and provide feedback reports to students and teachers, and teach elaboration and extending thinking writing work. Include targeted training on holistic scoring, foundations of writing, characteristics of an effective persuasive prompt and expository prompt, frames and basic writing lessons, grammar and grammatical form, self-monitoring/self-editing, and elaborations.	Consultant, Coach, and Assistant Principal	Training materials, lesson planning, classroom observations, student achievement data	Monthly writing prompts, FCAT Writing Test
Oak Ridge will increase the percentage of students scoring a 4.0 or higher in writing by 10 percentage points	Current Level of Performance .* _	Expected Level of Performance .* _					
	80% of students scored at Level 3 on FCAT Writing	90% of students will score at a Level 3 on FCAT Writing		Utilize writing consultant Mary Rose to train 10th grade social studies and model how to effectively			

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				teach the writing process to students, observe teachers teaching the writing process and provide feedback to teachers.			
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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mary Rose Writing Process	9 th and 10 th	Mary Rose, Dalila Hernandez	10 th Grade Language Arts and Social Studies Teachers	Monthly classroom visits, meeting, and PLCS sessions	PLC minutes, Training notes and calendars, Monthly writing prompt analysis	Dalila Hernandez
Rose Taylor – Literacy Strategies	9-12	Rose Taylor, Kristi Brown, Sonia Sanders	All Teachers	Professional Development During Pre-Planning, monthly sessions with Reading and Language Arts teachers	Classroom walkthroughs with feedback from Rose Taylor, coaches, and Administrators	Kristi Brown, Gayle Mooring and Sonia Sanders
Lesson Study	9-12	Coaches	All Teachers	Sept – November 2012	PLC minutes, Training notes and calendars	Dalila Hernandez

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
Mary Rose	Consultant/Facilitator	LSV	3,000
Rose Taylor	Consultant/Facilitator	LSV	3,000
			Subtotal: 6,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
My Access	Computer Scoring	LVS	1,000
			Subtotal: 1,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Included above			

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Revised April 29, 2011

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			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal:
			Total: 7,000

End of Writing Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1. Students do not have a scheduled reading course or intervention.	1.1. Schedule students in a critical thinking and leadership development course that focuses on higher order thinking skills and literacy strategies through the use of nonfiction materials in 9 th grade. Implement rigorous higher order thinking skills and literacy strategies in all social studies courses.	1.1. Assistant Principal, Disciplinary Literacy Coach, reading Coach	1.1. Classroom observations, lesson plans, curricular materials, data analysis.	1.1. Course performance and student data
U.S. History Goal #1:	<u>2012</u> Current Level of Performance .* _	<u>2013</u> Expected Level of Performance .* _					
<i>Data Unavailable during 2011-12 school year</i>	<i>Data Unavailable during 2011-12 school year</i>	<i>Data Unavailable during 2012-13 school year</i>					
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1. Students are not college ready in reading and writing prior to 11 th grade.	2.1. Utilize critical thinking courses and ACT preparation courses to increase student skills and college readiness. Train teacher in DBQ processes and	2.1. Graduation Coach Assistant Principal	2.1. Course performance, lesson plans, ACT data	2.1. ACT and PERT data
U.S. History Goal #2:	<u>2012</u> Current Level of Performance .* _	<u>2013</u> Expected Level of Performance .* _					
<i>Data Unavailable during 2011-12 school year</i>	<i>Data Unavailable</i>	<i>Data Unavailable</i>					

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	<i>during 2011-12 school year</i>	<i>during 2012-13 school year</i>		<p>implementation of monthly DBQ exercises.</p> <p>Increase equity and access to AP courses and encourage students to pursue advanced academics.</p>			
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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Strategies	9-12	Dept. Chair	Social Studies Teachers	August 2012-January 2013	Classroom walkthroughs with feedback, Marzano Evaluation Tool	Assistant Principal
PLC Collaborative Structures	9-12	Academic Coaches and AP	Social Studies Teachers	August 2012-January 2013	Classroom walkthroughs with feedback, Marzano Evaluation Tool	Assistant Principal
Unpacking the Standards	9-12	Instructional Development and Academic Coaches	Social Studies Teachers	August 2012-January 2013	Lesson plans, PLC documentation, Lesson Study	Assistant Principal
Lesson Study	9-12	Instructional Development and Academic Coaches	Social Studies Teachers	August 2012-January 2013	Lesson plans, PLC documentation, Lesson Study	Assistant Principal

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
			Total:

End of U.S. History Goals

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Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Fixed mindset of students	1.1. Teachers will have discussions with students about the importance of attendance and truancy during Pioneer Time.	1.1. Admin Leadership Team/Guidance Counselors/Teachers	1.1. PLC Data meetings/ Early Warning Systems	1.1. Attendance Reports
Attendance Goal #1: Student attendance will improve school wide at all grade levels by 1%.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	89%(1602)	90%(1620)					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	24%(432)	21%(378)					
<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>						
	0	0					

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		1.2. Consistent monitoring of attendance and student achievement.	1.2. Attendance will be monitored daily by teachers and Attendance Intervention Teacher	1.2. Admin Leadership Team/Attendance Intervention Teacher	1.2. PLC Data meetings/Attendance meetings	1.2. Attendance reports/PLC Data reviews
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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy and Attendance Policies	All	Deans and Zaida Lopez	School Wide	August – October 2012	Attendance Reports; teacher Attendance	Zaida Lopez Nicole Jefferson Osvaldo Piedra
Interventions and Actions	All	Deans and Zaida Lopez	School Wide	2012-13 School Year	Attendance Reports; teacher Attendance	Zaida Lopez Nicole Jefferson Osvaldo Piedra

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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Included in other areas			
			Subtotal:
			Total:

End of Attendance Goals

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Suspension Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: <i>Decrease the number of out of school suspensions by at least 10%.</i>	<u>2012 Total Number of In-School Suspensions</u> 44	<u>2013 Expected Number of In-School Suspensions</u> 40	Students removed from class setting as a result of discipline infractions do not receive a continuous level of high quality instruction.	Implement Pioneer Time, a Positive Behavior support system, whereby students have an academic and behavioral incentive to maintain and improve academics and behavioral goals. Implement City Year in 9 th grade classes and school wide interventions	Admin Leadership team/Deans/SAFE Coordinator/Attendance team/RTI/MTSS.	PLC data meetings to review discipline records/RTI behavior intervention data reviews.	Discipline /progress book Attendance records. RTI/MTSS progress monitoring.
	<u>2012 Total Number of Students Suspended In-School</u> 41	<u>2013 Expected Number of Students Suspended In-School</u> 30					
	<u>2012 Total Number of Out-of-School Suspensions</u> 33	<u>2013 Expected Number of Out-of-School Suspensions</u> 30					
	<u>2012 Total Number of Students Suspended Out-of-School</u> 29	<u>2013 Expected Number of Students Suspended Out-of-School</u> 25					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Fixed mindset of teachers, parents and students (behaviors cannot be changed)	Professional Development and implementation of classroom culture and relationship building strategies school wide.	Admin Leadership team/Teachers	PLC data meetings/RTI meetings/Coaching and follow up visits	Discipline Data/Student Achievement Data

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline Strategy and Intervention	9-12	Travis Gabriel and Deans	All Teachers	September 2012 – May 2012	Parent call logs, intervention records, discipline referrals	Travis Gabriel and Deans
RtI	9-12	Dr. Piedra	All Teachers	September 2012 – May 2012	Parent call logs, intervention records, discipline referrals	Travis Gabriel and Deans

Suspension Budget (Insert rows as needed)

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:

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End of Suspension Goals

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Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1:	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>	Lack of students and parent understanding of high school graduation requirements.	Guidance Counselors will provide information and ongoing support to students and parents. A focus on understanding credits, GPA, and test data starting in 9 th grade and continuing each year. Students will track their data in their planners and data notebooks. A freshmen experience intervention course will be established to build a solid foundation for high school success. Students will not withdraw from high school without a conference with a counselor and administrator to educate the student and parent on alternatives for success. A follow-up conference	Admin Leadership Team/ Guidance Counselors, graduation coach, teachers	Early warning system/Guidance Intervention/RtI/PLC Data reviews	mini assessments, Progress Book, transcripts, and graduation data
<i>Data Unavailable at this time for the 2011-12 school year</i>	<i>Data Unavailable at this time for the 2011-12 school year</i>	<i>Less than 1%</i>					
To decrease the number of students dropping out of high school and to increase the graduation rate by 10 % though encouraging students who are not successful in traditional schools to pursue alternatives available.	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
<i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<i>Data Unavailable at this time for the 2011-12 school year</i>	<i>At least 85%</i>					

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				will be scheduled for withdrawal students			
			1.2. Fixed mindset that students will not go to college.	1.2. School wide College Going Culture/AVID strategies school wide, Advanced Academic Courses, implementation of magnet and PLTW programs	1.2. Admin Leadership Team/AVID Coordinator/Guidance Counselors	1.2. PLC Data review	1.2. mini assessments/Progress Book, graduation data, surveys

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Link Crew	9-12	Nicole Jefferson	5 selected team members	January – August 2013	Implementation of student mentorship and intervention program	Nicole Jefferson
Student and Teacher Data Notebooks	9-12	Nicole Jefferson and Ulunda Frazier	All teachers	September 2012 – May 2013	Examination of data notebooks, gpa, transcripts, student success	Nicole Jefferson and Ulunda Frazier
PLC – Drop Out Prevention	9-12	Nicole Jefferson Ulunda Frazier Osvaldo Piedra	All Teachers	September 2012 – May 2013	Examination of data notebooks, gpa, transcripts, student success	Nicole Jefferson and Ulunda Frazier, Osvaldo Piedra

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Link Crew Team Training	Off Site training, materials, and programs resources	LSV, Title I, General Budget	12,000
			Subtotal: 12,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Included above			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Included above			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Included above			
			Subtotal:
			Total:12,000

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: <i>To increase parent attendance at PTSA meetings, PLC meetings and Family events at school.</i>	2012 Current Level of Parent Involvement: *	2013 Expected Level of Parent Involvement: *	Oak Ridge High School has a high mobility rate throughout the school year.	Utilize the school messenger system, Connect Orange. School will send home flyers with information pertaining to school activities and upcoming events. Flyers will also be posted in local apartment buildings, home associations and community buildings.	Leadership Team	Monitor attendance at school functions/activities.	Attendance Reports Title 1 Parental Involvement Report
	5% (120)	20% (400)	1.2.	1.2.	1.2.	1.2.	1.2.
			Oak Ridge High School parents are not able to attend events/activities in the evening due to working in the evening.	Schedule events/activities that are flexible (late afternoon, early evening) so parents can attend. Update the school's website and school marquee with important school information. (event, date, time)	Leadership Team Webmaster	Monitor attendance at school events/activities	Attendance reports/sign in sheets Title 1 Parental Involvement Reports

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Communicating with parents	9-12	District Title 1 Office	PLC Leaders	On going	PLC Leaders will follow up and provide training as needed	PLC Leaders
Parental Involvement	9-12	Daphne Lewis, CRT	PLC Leaders	On going	PLC Leaders will follow up and provide training as needed	PLC Leaders

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Included in other areas			
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1:</p> <p><i>Increase the number of students enrolled in Principles of Engineering Course, PLTW, and Advanced Science, Math, and Technology based courses by 20%</i></p>	Lack of student confidence or motivation to enter course.	<p>Recruit students to participate in courses.</p> <p>Provide students with opportunities to see hands-on applied learning curriculum.</p> <p>Prepare student about course prior to enrollment</p>	Assistant Principal	Student feedback, course enrollment, student course requests	Observation tool, master schedule
	Student misunderstanding of premise of course	Educate students on course description	Counselors	Student success rate	Grade distribution
	Students have not met the prerequisite criteria or do not have elective option open.	Counsel students as freshman regarding STEM track options and encourage FCAT/EOC success.	Guidance Counselors	Evaluation of Student enrollment data	Student enrollment data
	Lack of student interest	Increase articulation with feeder schools	Assistant Principals, Guidance counselors	Evaluation of student enrollment data	Student enrollment data

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	Lack of cross curricular support for engineering	Increase the percentage of science and math teachers using STEM activities in core content classes	Mike Martucci, Assistant Principal Rebecca Ray, Science coach Jerome Naso Math Coach	lesson plans, common planning time minutes	Classroom walkthrough data
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STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLTW	9-12	PLTW	PLTW teachers	Summer 2012 Summer 2013	Implementation of Curriculum; walkthroughs with feedback	Assistant Principal – Mike Martucci

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
PLTW	Stem Curriculum	RTTT	5,000
			Subtotal: 5,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
PLTW Materials	Engineering Resources	Grant	15,000
			Subtotal: 15,000
			Total: 20,000

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>CTE Goal #1:</p> <p>Based on the 2011-2012 Industrial Certification Exam, 264 students took the Industrial Certification test and 40% (105) students passed. By June 2013, 43% (125) students are expected to pass the Industrial Certification test for Career Technical Education.</p>	<p>1.1. As a result of teachers not implementing program with fidelity, students show a lack of interest in the program.</p>	<p>1.1. Teachers will meet the requirements for implementing Career Technical Student Organizations (CTSO) within their content area</p>	<p>1.1. Teachers, Assistant Principal</p>	<p>1.1. Classroom walkthroughs during presentations</p>	<p>1.1. CTSO involvement data</p>
	<p>1.2. Students show little knowledge of what is expected of them.</p>	<p>1.2. Student achievement will improve when teachers utilize Student performance Standards to develop Rubric's related to the Student Performance Standards</p>	<p>1.2. Teachers</p>	<p>1.2. Classroom walkthroughs</p>	<p>1.2. Teacher Created Rubrics Industry Certification data</p>
	<p>1.3. Students do not understand the importance of taking and passing an industry</p>	<p>1.3. Teacher will educate and motivate students on the importance of taking and passing industry</p>	<p>1.3. CTE teachers</p>	<p>1.3. Lesson plan review, PLC documentations, Industry certification practice tests</p>	<p>1.3. Industry certification results, student achievement awards</p>

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	certification test.	certification exams. Teacher will implement a testing prep course to ensure student success on industry certification exams. Students will be recognized for student achievement on industry certification exams.			
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CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CIW	9-12	CTE Curriculum Leader	CTE Teachers	September 2012 – January 2013	PLC documentation; certification test performance	CTE Curriculum Leader
Adobe	9-12	CTE Curriculum Leader	CTE Teachers	September 2012 – January 2013	PLC documentation; certification test performance	CTE Curriculum Leader
MOUS	9-12	CTE Curriculum Leader	CTE Teachers	September 2012 – January 2013	PLC documentation; certification test performance	CTE Curriculum Leader

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
CIW Materials	Curriculum and certification test	LSV/Title I/General Budget	15,000
MOUS & Adobe Tests	Curriculum and certification test	Perkins and General Budget	5,000
			Subtotal: 20,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Included above			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Included above			
			Subtotal:
			Total: 20,000

End of CTE Goal(s)

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Additional Goals:

Goal: Intense Focus on Student Achievement	Objective Measurement
Increased by 3 to 5% - Enrollment and Performance in Advanced Programs (i.e., Honors, AP, AVID, IB)	Enrollment Reports/Performance Data
Increased by 3 to 5% - Enrollment and Performance in Upper Level Mathematics (Beyond Algebra II) and Science Courses (beyond Biology, Chemistry, and Physics)	Enrollment Reports/Performance Data
Increase by 3 to 5% - Enrollment and Performance in College Dual Enrollment Programs	Enrollment Reports/Performance Data
Increase College and Career Readiness	School Data
Increase by 3 to 5% - Student Earning at or Above 21.2 on the ACT and/or at/or Above 502 Verbal, 515 Math, and 494 Writing on the SAT	ACT Data SAT Data
Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016	FCAT
Increase Fine Arts Enrollment	Enrollment Reports
Working Cooperatively with Technical Centers	School Data
Decrease Disproportionate Classification in Special Education	Enrollment Classifications
Increase by 3 to 5% - Successful Completion of Algebra I Prior to 10 th Grade	Enrollment Reports/Performance Data

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: 65,000
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total: 4,000
Writing Budget	Total: 7,000
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total: 12,000
Parent Involvement Budget	Total:
STEM Budget	Total: 20,000
CTE Budget	Total: 20,000
Additional Goals	Total:
	Grand Total: 128,500

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK*, this will place an "x" in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.

The SAC council will work to increase parent and community involvement at ORHS including assisting with adding an active PTSA. The SAC council will review the school's student achievement data each month and advise the school on key issues.

Describe the projected use of SAC funds.	Amount
Student Success Recognition Initiatives	5,000
Grants and Awards for Academic and Educational Enrichment Activities	2,500
Parent and Community Involvement Activities	2,500
Staff Recognition and School Based Celebration	1,000
Academic Intervention Programs	2,500

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