

Orange County Public Schools

Oak Ridge High



2021-22 Schoolwide Improvement Plan

Oak Ridge High

700 W OAK RIDGE RD, Orlando, FL 32809

https://oakridgehs.ocps.net/

Demographics

Principal: Benjamin Alvarado

Start Date for this Principal: 7/19/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (54%) 2017-18: C (48%) 2016-17: D (39%) 2015-16: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	<u>LaShawn Russ-Porterfield</u>
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Herretes, Jared	Instructional Coach	Responsibilities include retention and recruitment of AP and magnet programs, data collection and analysis, the magnet fair, khan academy champion, AP registration and testing, and Push in for higher level math.
Jones, Johndrell	Assistant Principal	Supervises Science, performing arts, discipline and safety, SAFE, security, PASS, duty calendar, and baker act transitions.
Washington, Doyle	Dean	Responsible for covid 19, threat assessment team member, and dean of alpha A-Dort.
Kallenborn, Heidi	Instructional Coach	Creates and plans lessons for ELA 11-12. Plans and facilitates common planning. Creates and modifies common assessments. Conducts coaching cycles and gives regular feedback.
Coutain, Kenny	Dean	Responsible for advanced ed. threat assessment team member, and dean of alpha Lip-Riv.
Anderson, Willie	Dean	Responsible for security, threat assessment team member, and dean of alpha Rob-Z.
Buck, Bernetta	Dean	Responsible for Title IX, digital marquee, threat assessment team member, deal of alpha Dorv-Lin.
Brown, Nasundra	Attendance/Social Work	Responsible for child study teams, 504 plans, truancy, attendance, 5/10 day absentee letters, and facilitates 504 meetings.
Chandersingh, Leonie	Parent Engagement Liaison	Responsible for parent academy, contact for second harvest food bank, and cosponsor of KICS.

Name	Title	Job Duties and Responsibilities
Perez Cedeno, Melania	Assistant Principal	Supervises math (except Alg/Geo), ROTC, ESOL, digital devices, the media center, world languages, Title IX, and assists with attendance/truancy/504s.

Demographic Information

Principal start date

Monday 7/19/2021, Benjamin Alvarado

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

95

Total number of students enrolled at the school

2,537

Identify the number of instructional staff who left the school during the 2020-21 school year.

14

Identify the number of instructional staff who joined the school during the 2021-22 school year.

24

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	816	685	644	586	2731
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	172	262	279	260	973
One or more suspensions	0	0	0	0	0	0	0	0	0	112	127	79	43	361
Course failure in ELA	0	0	0	0	0	0	0	0	0	242	229	93	164	728
Course failure in Math	0	0	0	0	0	0	0	0	0	153	121	130	147	551
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	344	246	211	209	1010
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	343	246	58	102	749

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	417	357	256	278	1308

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	9	6	7	28

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	816	685	644	586	2731
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	172	262	279	260	973
One or more suspensions	0	0	0	0	0	0	0	0	0	112	127	79	43	361
Course failure in ELA	0	0	0	0	0	0	0	0	0	242	229	93	164	728
Course failure in Math	0	0	0	0	0	0	0	0	0	153	121	130	147	551
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	344	246	211	209	1010
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	343	246	58	102	749

The number of students with two or more early warning indicators:

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	67%	-5%	67%	-5%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	69%	-10%	70%	-11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	34%	63%	-29%	61%	-27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	39%	53%	-14%	57%	-18%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring activities (PMA's) is the tool which we are using to compile the date. The PMA was administered in the following areas: English Language Arts, Mathematics, Biology, US History. In grade levels 9-12.

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	43	49
	Economically Disadvantaged	40	43	49
	Students With Disabilities	21	23	23
	English Language Learners	20	29	28
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	-	40	42
	Economically Disadvantaged	-	37	41
	Students With Disabilities	-	28	33
	English Language Learners	-	38	42
		Number/% Proficiency	Fall	Winter
Biology	All Students	71	66	46
	Economically Disadvantaged	73	68	47
	Students With Disabilities	67	33	25
	English Language Learners	71	56	40
		Number/% Proficiency	Fall	Winter
US History	All Students	27	17	43
	Economically Disadvantaged	30	30	43
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
		Number/% Proficiency	Fall	Winter

English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

What strategies will need to be implemented in order to accelerate learning?

Strategies that need to be implemented to accelerate learning would be the deliberate use of in class tutors, continued deliberate opportunities for revision of knowledge during lessons, implementation of revision of knowledge in other subject areas. We will also be implementing the use of tier 1 interventionist in all state assessed areas and other areas. This will allow the opportunity for immediate support with student to ensure we can build foundational support as the curriculum builds

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development that will take place to support teachers and leaders in the following areas: planning for revision of knowledge, understanding the different models of instruction, literacy strategies within the non ELA classroom. We will also focus on PD in collaboration with Cognitutor to support teachers in 11th and 12th grade math and ELA classes to prepare students for ACT/SAT concordant schools.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In order to achieve sustainability, we will work on building capacity in teacher leaders to be able identify student needs on the spot, support curriculum in adaptations to meet the needs of our students and shift instruction as we work towards closing the achievement gap.

Part III: Planning for Improvement

Areas of Focus:

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs:

Measureable Outcome: As a result of focusing on this strategy, the percentage of students with two or more early warning indicators will decrease from 45% to at least 40%

Monitoring: The tasks that will be carried out, will be rolling out out of SEL initiatives, looking at Character Lab day and offering professional development that allows teachers to reflect and adjust relationships with students to create a culture of acceptance where students feel comfortable to discuss their feelings. Furthermore,

Person responsible for monitoring outcome: Bernetta Buck (bernetta.buck@ocps.net)

Evidence-based Strategy: Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

Rationale for Evidence-based Strategy: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

Action Steps to Implement

During Pre-planning, the task will be carried out by principal and assistant principals, Safe coordinator and mental health counselor. PD throughout the year will be carried out by CRT, mental health counselor and safe coordinator

Person Responsible Ben Alvarado (benjamin.alvarado@ocps.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: The area of focus is English. For the 2020-2021 school year, we scored 29% in overall proficiency. This is a drop comparatively to our previous proficiency rates.

Measureable Outcome: By the end of the 2021-2022 school year, our combined ELA proficiency score will be 33%. Teachers will increase proficiency in planning and delivering content. We will have a specific focus on remediation and enrichment through the use of Intervention Specialists who will support the ELA 9 and ELA 10.

Monitoring: Progress will be monitored through common formative assessments and district-created Progress Monitoring Activities. Regular data chats within the Professional Learning Communities will be used to discuss standards and instructional strategies as well as remediation and enrichment.

Person responsible for monitoring outcome: Michele Browne (michele.browne@ocps.net)

Evidence-based Strategy: Close reading strategies will be used by creating text-dependent questions within ELA content areas. Teachers will also collaboratively examine student work samples to monitor the implementation of professional learning and leverage digital tools for student processing.

Rationale for Evidence-based Strategy: Close reading strategies play a vital role to help with student processing. Teachers will create text-dependent questions and differentiate instruction while using assessment data to revise instruction so the students who are in the lowest 25th percentile could progress to the intended level of complexity of the standard. This strategy will allow for added support for these students

Action Steps to Implement

Teachers will meet twice a week for common planning and one of the two days will be used to analyze students' data by subgroups and determine potential instructional adjustments (i.e. methods for re-teaching content) to implement.

Person Responsible Michele Browne (michele.browne@ocps.net)

Classroom and Intervention teachers will be utilizing collaborative learning stations in the classroom to provide targeted, differentiated instruction to best meet the needs of all learners.

Person Responsible Idelim Garay (idelim.garay@ocps.net)

Additional Schoolwide Improvement Priorities

and school, connect families with resources, and build a culture for authentic family engagement in school staff.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The key stakeholders for implementation are the Principal Ben Alvarado who supervises the school based stakeholders, Assistant principals who supervise specific areas of focus with the plan for creating a positive culture and environment. The SAFE Coordinator Veronica Lewis and Mental Health, Michaela Stone work towards creating programs and initiatives focused on the whole child and the whole teacher. The parent engagement liaison provides opportunities for parents to get involved through Title I parent events, ELL parents night, SAC meetings and being that link between parents and the school. The Curriculum Resource Teacher is in charge of coordinates school volunteers, mentors and other community partners, facilitates Teach-in and monitors the contributions and impact. This contributes to a seamless and positive experience for students, school personnel and community partners.

A handwritten signature in black ink, appearing to read "Ben Alvarado". The signature is fluid and cursive, with the first name "Ben" and last name "Alvarado" clearly distinguishable.