Single Plan for Student Achievement 2015 – 16

OAK RIDGE HIGH SCHOOL

CDS Code: **096 1853 093 0081**

District: **El Dorado Union High School District**

Last Revised: **12/8/15**

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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BOARD APPROVED:

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Form A: Planned Improvements in Student Performance (#1)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:	Prepare college-ready and career-ready students to successfully meet entrance and performance requirements of postsecondary institutions.

SCHOOL GOAL:	Develop and implement systematic and timely strategies to increase growth in academic achievement for all students.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
1. CAASSP Data by District and Site 2. CAASSP Similar Schools Report 3. CAASSP Data – Economically Disadvantaged 4. CAASP Data – Students with Disability 5. Advanced Placement 5 year Score Summary 6. Student input 7. Site Council/Stakeholder Feedback 8. School wide WASC data	Students across the nation engaged in the CAASSP assessment (formerly known as SBAC) last spring. Students from Oak Ridge collectively scored at 85%, meeting or exceeding standard in English Language Arts and 71%, meeting or exceeding standard in Math. These scores place Oak Ridge second in both areas on the CAASSP Similar Scores Report. When subgroup data was reviewed it was determined that 76% of Economically Disadvantaged students scored as meeting or exceeding standard in English Language Arts and 55% as meeting or exceeding standard in Math. Additionally when examining data for students with a disability 28% of students with disabilities scored as meeting or exceeding standard in English Language Arts and 12 % as meeting or exceeding standard in Math. School wide Advanced placement scores show a five year trend of increased number of exams taken which correlates to increased access for students and an 82.7% pass rate compared to the 63.6% pass rate statewide. Students reported an increase exposure to critical thinking opportunities throughout their coursework. Parents reported that they would like to see AP, SAT and ACT strategies incorporated in to daily curriculum as well as critical thinking opportunities.	CAASSP interim assessments will be given during the school year in all 11th grade English and Math classrooms. Learning centers with 11th grade students will practice on the CAASSP learning module. It is expected that CAASSP scores will increase for Economically Disadvantaged students from the current 76% of meeting or exceeding standard in English Language Arts and 55% as meeting or exceeding standard in Math. Additionally It is expected that CAASSP scores will increase for students with disabilities from the current 28% meeting or exceeding standard in English Language Arts and 12% as meeting or exceeding standard in Math.

STRATEGY: **The following will be completed from January 2016- January 2017.**

ACTION / DATE	PERSON/S RESPONSIBLE	TASK/DATE	COST & FUNDING SOURCE (Itemize for Each Source)
1. By Spring 2016 Special Education Case Managers will have 11th grade students take the interim CAASSP assessment and or practice test to increase comfort in use of the testing platform.	Leadership Team and Special Education Case Managers	Student interim and practice testing / January – April 2016	$120 per release day as needed for case managers Funding: Site Based Funding
2. By January 2017 Teachers will continue to implement Common Core Strategies in the classroom.	Teaching Staff	Classroom Instruction / January 2016 – January 2017	Funding for professional development as needed Funding: EIA – LEP Site Based Funding
3. By May 2016 Tutoring will be provided weekly for EL students	Site EL Coordinator and ELD Instructor	Student Tutoring / December 2015 – May 2016	$1322 for tutoring services Funding: EIA – LEP Title III LEP Title III Immigrant
4. CAASSP interim assessments will be given during the school year in all 11th grade English and Math classrooms.	Teaching Staff Leadership Team	CAASSP interim assessments/ January – April 2016	Funding for professional development as needed Funding: EIA – LEP Site Based Funding

Form A: Planned Improvements in Student Performance (#2)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet the academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:	Encourage and Support continuous improvement of staff across District to provide instruction and other services to our students and community.
SCHOOL GOAL:	Continue training on emerging technologies and resources to support and enhance skill development for both staff and students.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
1. EDUHSD Technology Footprint 2. Staff Technology Survey 3. Student input regarding technology 4. Site Council/Stakeholder Feedback 5. EL Coordinator Feedback 6. School wide WASC data	In 2014-2015 twenty-four chrome book carts were placed on the Oak Ridge campus to support school wide use of the existing 9 computer labs. This brings the ratio of classroom to computer lab (stationary or mobile) to approximately 3:1. The technology survey reports that 57% of teachers make an effort to incorporate chrome books into their curriculum weekly and 88% at least monthly. Teachers have attended professional development in the form of the EDUHSD Technology Symposium, SMART Board Training, EDCOE Google Training, and the CUE conference in the last six months. Students report a streamlined approach to coursework across campus through the use of school email, cloud storage, and Google Drive. They feel more connectedness and report more opportunities in the classroom including writing and reviewing blogs, word press, research, and tools incorporated in Google Classroom. The English Language Development class has recently incorporated ten chrome books into the classroom to support language development. In addition the program has begun using the Write to Learn Program to enhance writing skills for English Language Learners.	Teachers will increase usage of chrome books and other technology resources in the classroom as verified from a fall 2015 technology survey. Teachers will increase use of technology as measured by the submission of assignments via online (paperless) sources. Student CAASSP scores will increase campus wide and specifically for economically disadvantaged, EL, and disabled subgroups based on comfort level in navigating the testing platform.

STRATEGY: **The following will be completed from January 2016 to January 2017.**

ACTION / DATE	PERSON/S RESPONSIBLE	TASK/DATE	COST & FUNDING SOURCE (Itemize for Each Source)
1. By May 2016 a regularly planned professional development session will be allocated to sharing of best technology practices by staff.	Leadership Team	School Wide Technology Summit / May 2016	$100 for professional development as needed Funding: EIA – LEP
2. By October 2016 the leadership team and Site council will evaluate new technology survey data to determine if growth has occurred and if additional PD is needed.	Leadership Team Site Council	Technology Survey / October 2016	$0 for Technology Survey Funding: Site Based Resources
3. By October 2016 site leadership will purchase identified technology to continue to provide a technology rich environment for students to achieve standards mastery.	Leadership Team Site Council District Technology Committee District Leadership	Technology Purchase/ October 2016	Cost: $2250 Funding: EIA – LEP Title III LEP Title III Immigrant Site Funds

Form A: Non-Academic Goal (#3)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:	Engage students and families in the planning and execution of individual six-year high school and transition plans with the aid of online college and career resources.
SCHOOL GOAL:	Utilize established resources and opportunities to enhance student college and career ready plan in order to broaden support of post-secondary and/or career options.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
1. Student input 2. Site Council/Stakeholder Feedback 3. Counselor Feedback 4. Special Education Transition processes	The counseling department began the incorporation of Naviance into the counseling curriculum in the fall of 2015 beginning with the fundamental pieces of the program. This fall counselors have been in classrooms teaching students the full scope of the program including coursework planning, career planning, interest surveys, and much more. The Special Education department has discussed the resources available in Naviance and have begun writing career and college planning as a service into student IEPs. Additionally they have begun using Brigance testing data in triennial IEPs to identify areas of need in the area of transition. Students and Parents reported the comfort gained by using the Naviance program. Specifically they enjoyed being able to enter student data to determine schools and careers they were able to pursue based on the data provided. Additionally the students and parents reported success in using the resume builder as a tool for organizing accomplishments.	The counseling staff will continue to teach students in 9th – 12th grade about the features in the Naviance program. Students will begin to use the tools such as resume builder and their personal data tracker to determine if they are on track to meet their goals starting in 9th grade. Parent log in and use of the program will increase. IEP team meetings will focus on transition as an overall goal to guide the meeting discussion. Case managers will continue to increase awareness of transition tools available through Naviance.

STRATEGY: **The following will be completed from January 2016- January 2017.**

ACTION / DATE	PERSON/S RESPONSIBLE	TASK/DATE	COST & FUNDING SOURCE (Itemize for Each Source)
1. By May of 2016 counseling staff will meet with all students in a classroom setting to assist in the development of a 6 year plan.	Leadership Team and Counseling Staff	Classroom Presentations / Throughout the 2016 - 2017 school year	$0 for Classroom presentations Funding: Site Based Resources
2. By September 2016 parents will receive a demonstration in Naviance navigation at 8th grade night, new parent orientation, and grade level parent meetings.	Leadership Team and Counseling Staff	Parent Presentations / Throughout the 2016 - 2017 school year	$0 for Presentations Funding: Site Based Resources
3. By January 2017 Special Education Case managers will access Naviance with all students on their caseload and with use the applicable tools.	Leadership Team and Special Education Teaching Staff	Case manager student meetings / Throughout the 2016 - 2017 school year	$0 for Classroom instruction Funding: Site Based Resources

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note—the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

SCHOOL GOAL # :

ACTIONS TO BE TAKEN TO REACH THIS GOAL[1] CONSIDER ALL APPROPRIATE DIMENSIONS (e.g., TEACHING AND LEARNING, STAFFING, AND PROFESSIONAL DEVELOPMENT)	START DATE[2] COMPLETION DATE	PROPOSED EXPENDITURES	ESTIMATED COST	FUNDING SOURCE (ITEMIZE FOR EACH SOURCE)
Received None				

NOTE

A Centralized Service is an activity funded by a school allocation but administered by the local educational agency central office. Even though the services are provided directly to students at the school site and thus would be charged to the 85 percent. For example, Teacher professional development activities for multiple schools; Shared costs of staff members who provide services to multiple schools. Centralized Services must be itemized as proposed expenditures, and approved by the School Site Council (SSC) and local school board. Further to this, if staff funded by the school allocation, whether centralized or not, conduct administrative duties, that portion of their salaries that is administrative must be charged to the 15 percent.

Centralized services do not include administrative costs. Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

[1] See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

[2] List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

(All EIA funds must be expended this year, there will be no carry-over)

EIA carryover funds must be documented in the SPSA until all EIA funds prior to the 2013–14 year are expended. Starting in 2013–14 the local control funding formula replaces state categorical funding.

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note—For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility). *www.cde.ca.gov/fg/aa/ca*

State Programs	Allocation
Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	$ N/A
Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	$ 867.00
Total amount of **state** categorical funds allocated to this school	**$** 867.00

Federal Programs		Allocation
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		$ N/A
Title I, Part A: Parental Involvement *(if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act)* Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	$ N/A	
For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development *(10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)*	$ N/A	
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		$ 481.00
Other federal funds (Title III Immigrant ED)		$ 1357.00
Total amount of **federal** categorical funds allocated to this school		**$** 1838.00
Total amount of **state and federal** categorical funds allocated to this school		**$** 2705.00

NOTE
Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.[3] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Paul Burke	X				
Darsy Arburn			X		
Lindsey Kovach			X		
Tony Diaz		X			
Stephanie Davis		X			
Natalie Fletterick		X			
Kelly Carlos		X			
Cassandra Tuller			X		
Cindy Mundt				X	
Heather LaMont				X	
Pat Quan				X	
Michelle Goins				X	
Matthew Cruz					X
Nikki Chammai					X
Kaden Call					X
Joel Hoversten					X
Number in each category ▸	1	4	3	4	4

[3] *EC* Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

(check those that apply)	**SIGNATURE**
☐ English Learner Advisory Committee	X N/A
☐ District/School Liaison Team for schools in Program Improvement	X N/A
☐ Other committees established by the school or district (list)	X N/A

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: **12/21/16**.

Attested:

		12/21/16
Lindsey Kovach	**X** Signature on hard copy in office	
Typed name of School Principal or Designee	*Signature of School Principal*	*Date* 12/21/16
Cindy Munt	***X*** Signature on hard copy in office	
Typed name of SSC Chairperson	*Signature of SSC Chairperson*	*Date*

Form G: SPSA Annual Evaluation

This annual evaluation is a summary description of the school's progress toward implementation of the strategies and actions in the 2014-15 SPSA. The report also includes a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

Plan Priority #1: Effectively use technology to incorporate information literacy skills, as well as common core mastery, systematically into our curriculum for all students.

A. Major Expenditures supporting this priority:

24 School Wide Chrome book Carts
10 Chrome books for ELD program
Document Cameras
Write to Learn Subscriptions for ELD Class
Vernier Science Lab Software
ALEKS Math Program subscriptions low achieving math students
Cengage Learning Database for Science, World History and US History
Annual Library Database Subscriptions

B. Plan Implementation

B.1 Strategies in the 2014-15 plan that **were** fully implemented included:

- Leadership Team analysis of available technology and utilization of available technology for student success with Common Core Standards.
- Leadership Team analysis of technology professional development needs and resulting professional development training opportunities.
- Purchase identified technology to continue to provide a technology rich environment for students to achieve standards mastery.

B.2 Strategies in the 2014-15 plan that **were not** fully implemented:

None

Specific actions that were eliminated or modified during the year:
N/A

Barriers which prevented full or timely implementation of these strategies included:
N/A

Actions undertaken to mitigate these barriers or adjust the plan to overcome them included:
N/A

Describe the impact that lack of full or timely implementation of these strategies had on student outcomes included:
N/A

What data was used to come to this conclusion?
N/A

C. Strategies and Activities

C.1 Strategies or activities that **were effective** in improving student achievement included:

- Leadership Team analysis of available technology and utilization of available technology for student success with Common Core Standards.

- Leadership Team analysis of technology professional development needs and resulting professional development training opportunities.

- Purchase of identified technology to continue to provide a technology rich environment for students to achieve standards mastery.

Evidence of the direct or indirect impact of these strategies or activities included:

Direct:
In 2014-2015 twenty four Chrome book carts were placed on the Oak Ridge campus to support school wide use of the existing 9 computer labs. This brings the ratio of classroom to computer lab (stationary or mobile) to approximately 3:1. The technology survey reports that 57% of teachers make an effort to incorporate chrome books into their curriculum weekly and 88% at least monthly. Teachers have attended professional development in the form of the EDUHSD Technology Symposium, SMART Board Training, EDCOE Google Training, and the CUE conference in the last six months.
Through the development of the current SPSA students reported an increases exposure to critical thinking opportunities throughout their coursework. Additionally, students report a streamlined approach to course work across campus through the use of school email, cloud storage, and Google Drive. They feel more connectedness and report more opportunities in the classroom including writing and reviewing blogs, word press, research, and tools incorporated in Google Classroom.
The ELD classroom has recently incorporated ten Chrome books into the classroom to support student development. In addition the ELD program has begun using the Write to Learn Program to enhance writing skills for English Language Learners.

Indirect:
Students across the nation engaged in the CAASSP assessment (formerly known as SBAC) last spring. Students from Oak Ridge collectively scores at 85% meeting or exceeding standard in English Language Arts and 71% meeting or exceeding standard in Math. These scores place Oak Ridge second in both areas on the CAASSP Similar scores report. When sub group data was reviewed it was determined that 76% of Economically disadvantaged students scored as meeting or exceeding standard in English Language Arts and 55% as meeting or exceeding standard in Math. Additionally, school wide Advanced Placement scores show a five year trend of increased number of exams taken which correlates to increased access for students and an 82.7% pass rate compared to the 63.6% pass rate statewide.

C.2 Strategies or activities that **were ineffective** or minimally effective in improving student achievement included:

The 2014-2015 strategies were ineffective in facilitating common core mastery through technology integration. As teaching staff and students grow in skill level and comfort with technology the site will continue to monitor the needs for professional development and technology integration.

Reason/s these strategies/activities appeared to be ineffective in improving student achievement include:

☐ Lack of timely implementation

☐ Limited or ineffective professional development to support implementation

☐ Lack of effective follow-up or coaching to support implementation

☐ Not implemented with fidelity

☐ Not appropriately matched to student needs/student population

☒ Other, explain:

As the understanding of Common Core and technology changes the site will continue to monitor the needs for new or different technology to meet this goal.

Based on the analysis of this practice, we would recommend:

☐ Eliminating it from next year's plan

☒ Continuing it with the following modifications:

The 2015-2016 goal will read:
Continue training on emerging technologies and resources to support and enhance skill development for both staff and students.

These modifications were made to align to WASC goals in an effort to streamline campus wide initiatives.

D. Involvement / Governance

D.1 SSC involvement in the 2014-15 plan development included:

The 2013-2014 School Site Council met monthly to develop this goal. The process included an analysis of school wide and student data. From the in-depth analysis of data the Council determined a goal.

D.2 The advisory committees to the SSC were involved, as follows:

There were no other advisory committees involved in this goal.

D.2 The plan was monitored during the school year, as follows:

The plan was monitored via monthly School Site Council meetings in collaboration with the school management team and site leadership team.

D.3 Changes needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes included:

The Management team and School Site Council will continue to communicate this goal to stakeholders in an effort to elicit their input. In addition, the Management team will work with various stakeholders to ensure ongoing successful implementation.

E. Outcomes

E.1 Goals identified in the 2014-15 SPSA and **met** include:

Effectively use technology to incorporate information literacy skills, as well as common core mastery, systematically into our curriculum for all students.

E.2 Goals identified in the 2014-15 SPSA and **not met** or partially met include:

N/A

Strategies related to this goal not fully implemented, or ineffective, or minimally effective include:

N/A

Recommendation for future steps in meeting this goal include:

The site will continue this goal with slight modifications to align to campus wide WASC goals.

Plan Priority #2: To assist all students with the transition from middle school to high school, achieve success in high school and then work with students to successfully transition to post-secondary education and the work force by developing and implementing systematic and timely strategies to support academic achievement.

A. Major Expenditures supporting this priority:

District wide purchase of Naviance Career Guidance Program

B. Plan Implementation

B.1 Strategies in the 2014-15 plan that **were** fully implemented included:

- Continue to develop the school's PLC driven collaboration process. This process provides professional collaboration time for academic departments during the Monday early release days. The purpose of this time is for course teams to analyze student assessment data, identify areas for re-teach and develop/share identified best practices for re-teach.
- Analyze how to continue to increase the number of Advanced Placement courses that are offered at Oak Ridge High School.
- Analyze and further develop our various career readiness programs, including our Career Technical Education program, to ensure that Oak Ridge High School students are graduating college and career ready.
- Continue to grow the use of Naviance software program throughout the school.

B.2 Strategies in the 2014-15 plan that **were not** fully implemented:

Increase ongoing vertical articulation with our feeder middle schools. Develop processes in which various leadership personnel will work with their counterparts at the feeder middle schools to facilitate vertical articulation resulting in increased levels of student achievement.

Specific actions that were eliminated or modified during the year:
Middle school to High School collaboration took place between the following groups: Special Education, Math, and Leadership. Formalized collaboration did not take place in other content areas.

Barriers which prevented full or timely implementation of these strategies included:
A portion of the site based collaboration time in the spring of 2015 and the fall of 2015 was allocated to WASC. Therefore time became a limiting factor in feeder school collaboration for most departments.

Actions undertaken to mitigate these barriers or adjust the plan to overcome them included:
Department leaders were offered paid release time and substitute coverage to work on collaboration with feeder schools and similar programs throughout the district.

Describe the impact that lack of full or timely implementation of these strategies had on student outcomes:
Feeder school collaboration across all content areas is a missed opportunity to enhance curriculum and transition experience. However, since the strategy was meant to take collaboration to a higher level rather than to maintain, student outcomes were not affected.

What data was used to come to this conclusion?
100% statistical CAHSEE pass rate
CAASSP Similar Schools Ranking
Successful placement of 9th grade students in level appropriate courses

C. Strategies and Activities

C.1 Strategies or activities that **were effective** in improving student achievement included:

- Continuing development of the school's PLC driven collaboration process. This process provides professional collaboration time for academic departs during the Monday early release days. The purpose of this time is for course teams to analyze student assessment data, identify areas for re-teach and develop/share identified best practices for re-teach.
- Analyze how to continue to increase the number of Advanced Placement courses that are offered at Oak Ridge High School.
- Analyze and further develop our various career readiness programs, including our Career Technical Education program, to ensure that Oak Ridge High School students are graduating college and career ready.
- Continue to grow the use of Naviance software program throughout the school.

Evidence of the direct or indirect impact of these strategies or activities included:

Direct:
School wide Advanced placement scores show a five year trend of increased number of exams taken which correlates to increased access for students and an 82.7% pass rate compared to the 63.6% pass rate statewide. Students reported an increased exposure to critical thinking opportunities throughout their coursework.

ORHS began offering the Exploring Computer Science course which serves as the first year of a four year career pathway in computer science. This pathway offers students at ORHS the unique opportunity to gain proficiencies in the area of computer science through the ORHS Career Technical Education program.

Indirect:
The ability of teachers to meet with other content areas teachers across grade levels and from multiple schools to discuss curriculum and plan within a vertically aligned environment.

ORHS department chairs submit weekly collaboration reports to the administrator supervising their content area.

During the 2014-2015 school year ORHS implemented of a school wide Career and College Counseling program (Naviance) where all students actively plan their high school and post-secondary endeavors. Counselors have been in classrooms teaching student the full scope of the Naviance program including coursework planning, career planning, interest surveys, and much more.
The Special Education department has discussed the resources available in the Naviance program and have begun writing career and college planning as a service into student IEPs. Additionally they have begun using Brigance testing data in triennial IEPs to identify areas of need in the area of transition.

C.2 Strategies or activities that **were ineffective** or minimally effective in improving student achievement included:
Increase ongoing vertical articulation with our feeder middle schools. Develop processes in which various leadership personnel will work with their counterparts at the feeder middle schools to facilitate vertical articulation resulting in increased levels of student achievement.

Reason/s these strategies/activities appeared to be ineffective in improving student achievement include:

- ☐ Lack of timely implementation
- ☐ Limited or ineffective professional development to support implementation
- ☒ Lack of effective follow-up or coaching to support implementation
- ☐ Not implemented with fidelity
- ☐ Not appropriately matched to student needs/student population
- ☒ Other, explain: Time to collaborate also proved to be a limiting factor.

Based on the analysis of this practice, we would recommend:

- ☐ Eliminating it from next year's plan
- ☒ Continuing it with the following modifications: This strategy will be a small component in the 2015-2016 plan, but will not serve as a standalone strategy based on other school wide needs.

D. Involvement / Governance

D.1 SSC involvement in the 2014-15 plan development included:

The 2013-2014 School Site Council met monthly to develop this goal. The process included an analysis of school wide and student data. From the in-depth analysis of data the Council determined a goal.

D.2 The advisory committees to the SSC were involved, as follows:

There were no other advisory committees involved in this goal.

D.2 The 2014-15 plan was monitored during the school year, as follows:

The plan was monitored via monthly School Site Council meetings in collaboration with the school Management team and site Leadership team.

D.3 Changes needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes included:

The Management team and School Site Council will continue to communicate this goal to stakeholders in an effort to elicit their input. In addition, the Management team will work with various stakeholders to ensure ongoing successful implementation.

E. Outcomes

E.1 Goals identified in the 2014-15 SPSA and **met** include:

To assist all students with the transition from middle school to high school, achieve success in high school and then work with students to successfully transition to post-secondary education and the work force by developing and implementing systematic and timely strategies to support academic achievement.

E.2 Goals identified in the 2014-15 SPSA and **not met** or partially met include:

None

Strategies related to this goal not fully implemented, or ineffective, or minimally effective include:

N/A

Recommendation for future steps in meeting this goal include:

N/A

Plan Priority #3: To ensure that Oak Ridge High School is a safe academic and social environment that fosters teaching and learning.

A. Major Expenditures supporting this priority:

Point Break Student Workshops
Digital Media upgrades to create Respect for All videos and lessons

B. Plan Implementation

B.1 Strategies in the 2014-15 plan that **were** fully implemented included:

- Analyze student discipline data.
- Facilitate ongoing dialogue with the school's Community Culture Task Force to assess, plan and develop next steps for the Respect for All Campaign.
- Continue to develop and refine the school's Safe School Plan

B.2 Strategies in the 2014-15 plan that **were not** fully implemented:

None

Specific actions that were eliminated or modified during the year:
N/A

Barriers which prevented full or timely implementation of these strategies included:
N/A

Actions undertaken to mitigate these barriers or adjust the plan to overcome them included:
N/A

Describe the impact that lack of full or timely implementation of these strategies had on student outcomes included:
N/A

What data was used to come to this conclusion?
N/A

C. Strategies and Activities

C.1 Strategies or activities that **were effective** in improving student achievement included:

Analyze student discipline data.

Facilitate ongoing dialogue with the school's Community Culture Task Force to assess, plan and develop next steps for the Respect for All Campaign.

Continue to develop and refine the school's Safe School Plan and increase the number of security cameras on campus and to include the cafeteria.

Evidence of the direct or indirect impact of these strategies or activities included:

Direct:
ORHS continues to have low numbers of student suspension and expulsion.

The School safety plan continues to be revised with collaboration of school leadership and first responders annually or more frequently as needed.
ORHS has added 3 outdoor security cameras, 3 indoor cameras in the cafeteria and 3 in the food service area to cut down on theft and student altercations. These additional cameras have helped to reduce theft from the cafeteria and have assisted administration in investigating behavior issues throughout the campus.

Indirect:
The RFA program continues to foster communication about social topics that lead to feelings of segregation on campus. Additionally, Point Break continues to provide opportunities for students to attend workshops that address the power of words and positive action to foster and promote a positive school climate.

C.2 Strategies or activities that **were ineffective** or minimally effective in improving student achievement included:

None

Reason's these strategies/activities appeared to be ineffective in improving student achievement include:

- ☐ Lack of timely implementation
- ☐ Limited or ineffective professional development to support implementation
- ☐ Lack of effective follow-up or coaching to support implementation
- ☐ Not implemented with fidelity
- ☐ Not appropriately matched to student needs/student population
- ☐ Other, explain:

Based on the analysis of this practice, we would recommend:

- ☐ Eliminating it from next year's plan
- ☐ Continuing it with the following modifications:

D. Involvement / Governance

D.1 SSC involvement in the 2014-15 plan development included:

The 2013-2014 School Site Council met monthly to develop this goal. The process included an analysis of school wide and student data. From the in-depth analysis of data the Council determined a goal.

D.2 The advisory committees to the SSC were involved, as follows:

There were no other advisory committees involved in this goal.

D.3 The 2014-15 plan was monitored during the school year, as follows:

The plan was monitored via monthly School Site Council meetings in collaboration with the school Management team and site Leadership team.

D.4 Changes needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes included:

The Management team and School Site Council will continue to communicate this goal to stakeholders in an effort to elicit their input. In addition, the Management team will work with various stakeholders to ensure ongoing successful implementation.

E. Outcomes

E.1 Goals identified in the 2014-15 SPSA and **met** include:

To ensure that Oak Ridge High School is a safe academic and social environment that fosters teaching and learning.

E.2 Goals identified in the 2014-15 SPSA and **not met** or partially met include:

None

Strategies related to this goal not fully implemented, or ineffective, or minimally effective include:

N/A

Recommendation for future steps in meeting this goal include:

N/A

Resources

This section contains the following appendices to assist the School Site Council (SSC) in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

Appendix A: Chart of Legal Specifics for the SPSA

Appendix B: Title I Program Improvement

Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement

SPECIFICS	LEGAL CITATION	EIA, English Learners	EIA, State Compensatory Education	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG
I. Involvement												
Involve parents and community in planning and implementing the school plan	*EC* 52055.750(b)						X					
	EC 35294.1(b)(2)(C)									X		
	5*CCR* 3932	X	X	X	X	X		X				
	20 *USC* 7115(a)(1)(E)					X						
	20 *USC* 6315(c)(1)(G)			X								
	20 *USC* 6314(b)(1), (2)(A)				X							
Advisory committee review and recommendations	*EC* 64001(a)	X	X	X	X	X		X				
	EC 52055.755						X					
Written notice of program improvement status	20 *USC* 6316(b)(3)					X						
II. Governance and Administration												
Single, comprehensive plan	*EC* 64001(a), (d)	X	X	X	X	X		X	X		X	X
	EC 52853	X	X	X	X	X						
	EC 41572											X
	EC 41507										X	
	EC 35294.1(a)									X		
	20 *USC* 6315(c)(1)(B)			X								
	20 *USC* 6314(b)(2)(A)				X							
School Site Council (SSC) constituted per former *EC* 52012	*EC* 64001(g)	X	X	X	X	X		X	X		X	X
SSC developed SPSA and expenditures	*EC* 64001(a)	X	X	X	X	X		X	X		X	X
	EC 41572											X
	EC 41507										X	
	EC 35294.1(b)(1)									X		
SSC annually updates the SPSA	*EC* 64001(g)	X	X	X	X	X		X	X		X	X
	EC 35294.2(e)									X		
Governing board approves SPSA	*EC* 64001(h)	X	X	X	X	X	X	X	X	X	X	X
	EC 52055.750(a)(5)						X					

SPECIFICS	LEGAL CITATION	EIA, English Learners	EIA, State Compensatory Education	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG
Policies to ensure all groups succeed (specify role of school, Local Educational Agency, and State Educational Agency; and coordination with other organizations)	20 *USC* 6316(b)(3)					X						
	20 *USC* 6316(b)(3)					X						
III. Funding												
Plan includes proposed expenditures to improve academic performance	*EC* 64001(g)	X	X	X	X	X		X	X			
	EC 52853	X	X	X	X	X						
	20 *USC* 6316(b)(3)					X						
	20 *USC* 6315(c)			X								
	20 *USC* 6314(b)(2)(A)				X							
Describe centralized services expenditures	5 *CCR* 3947(b)	X	X									
IV. Standards, Assessment, and Accountability												
Comprehensive assessment and analysis of data	*EC* 64001(f)	X	X	X	X	X		X	X			
	EC 52055.740(a)(1)(D)(5)						X					
	20 *USC* 6314(b)(1), (2)(A)				X							
Evaluation of improvement strategies	*EC* 64001(f)	X	X	X	X	X		X	X			
	EC 52853	X	X	X	X	X						
	EC 35294.2(e)									X		
	EC 32228.5(b)									X		
Assessment results available to Parents	*EC* 35294.2(e)									X		
	20 *USC* 6314(b)(2)(A)				X							
V. Staffing and Professional Development												
Provide staff development	*EC* 52853	X	X	X	X	X						
	EC 52055.750I						X					
	EC 32228(b)(2)									X		
	20 *USC* 6316(b)(3)					X						
	20 *USC* 6315I(1)(F)			X								
	20 *USC* 6314(b)(1), (2)(A)				X							
Budget 10 percent of Title I for staff Development	20 *USC* 6316(b)(3)					X						
Provide highly qualified staff	*EC* 52055.740(a)(1)(D)(3)						X					
	20 *USC* 6315I(1)(E)			X								
	20 *USC* 6314(b)(1), (2)(A)				X							
Distribute experienced teachers	*EC* 52055.750(a)(10)						X					

SPECIFICS	LEGAL CITATION	EIA, English Learners	EIA, State Compensatory Education	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG
VI. Opportunity and Learning												
Describe instruction for at-risk students	*EC* 52853	X	X	X	X	X						
Describe the help for students to meet state Standards	*EC* 64001(f)	X	X	X	X	X		X	X			
	20 *USC* 6314(b)(1), (2)(A)				X							
	20 *USC* 6315(c)			X								
Describe auxiliary services for at-risk students	*EC* 52853	X	X	X	X	X						
	20 *USC* 6315(c)			X								
	20 *USC* 6314(b)(1), (2)(A)				X							
Avoid isolation or segregation	5*CCR* 3934	X	X	X	X	X						
VII. Teaching and Learning												
Goals based on performance	*EC* 64001(f)	X	X	X	X	X		X	X			
Define objectives	20 *USC* 6316(b)(3)					X						
Steps to intended outcomes	5*CCR* 3930		X	X	X	X		X				
Account for all services	5*CCR* 3930		X	X	X	X		X				
Provide strategies responsive to student needs												
	5*CCR* 3931	X	X	X	X	X		X				
	20 *USC* 6315(c)			X								
	20 *USC* 6314(b)(2)(A)				X							
Describe reform strategies that:	20 *USC* 6314(b)(1), (2)(A)				X							
-Allow all to meet/exceed standards	20 *USC* 6315(c)			X	X							
-Are effective, research-based	20 *USC* 6316(b)(3)				X	X						
	20 *USC* 6315(c)(1)(c)			X								
	20 *USC* 6314(b)(1)(B)				X							
-Strengthen core academics	*EC* 52054				X							
-Address under-served populations	*EC* 52054				X							
-Provide effective, timely assistance	20 *USC* 6314(b)(1)(I), (2)(A)				X							
-Increase learning time	20 *USC* 6316(b)(3);					X						
	20 *USC* 6314(b)(1)(B),(2)				X							
-Meet needs of low-performing students	20 *USC* 6315(c)(A);			X								
	20 *USC* 6314(b)(1)(B),(2)				X							
-Involve teachers in academic Assessments	20 *USC* 6314(b)(1)(H), (2)				X							
-Coordinate state and federal programs	20 *USC* 6315(c)(1)(H)			X								
-Transition from preschool	20 *USC* 6314(b)(1)(J), (2)(A)				X							
	20 *USC* 6315(c)(1)(D)			X								
	20 *USC* 6314(b)(1)(G), (2)(A)				X							

SPECIFICS	LEGAL CITATION	EIA, English Learners	EIA, State Compensatory Education	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG
Enable continuous progress Acquire basic skills, literacy	5*CCR* 3931	X	X	X	X	X		X				
	5*CCR* 3937	X	X	X	X	X						
Align curriculum, strategies, and materials with state standards or law	*EC* 52853	X	X	X	X	X						
Provide high school career preparation	5*CCR* 4403		X									

Appendix B: Title I Program Improvement SPSA SPECIFICS Reference Guide (Program Improvement School Only)

Elements specified in the Elementary and Secondary Education Act (ESEA) of 1965 Title I, Part A, Section 1116 for Program Improvement (PI)

Specified PI Plan Elements	Page(s) Addressed in SPSA
Scientifically-based Research—Strategies based on scientifically-based research that will strengthen the core academic subjects in a school and address the specific academic issues that caused a school to be identified for PI	
Successful Policies and Practices—Adoption of policies and practices concerning a school's core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in a school become proficient	
Professional Development (PD)	
A minimum of 10 percent of Title I funds will be used for schools in PI years 1 and 2 for the purpose of providing high-quality professional development of teachers and administrators	
PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals)	
PD affords increased opportunity for participation	
PD directly addresses the academic achievement problem that caused a school to be identified for PI	
How funds (ten percent) reserved for PD will be used to remove the school from PI status	
Description of Specific Annual Measurable Objectives—Developed for each of the student subgroups and in accordance with state's measure of adequate yearly progress	
Parent Notification—Description of how the school will provide written notice about the identification of the school for PI in understandable language and format	
Shared Responsibility for Improvement—Specify the responsibilities of the school, the Local Educational Agency (LEA), the state education agency, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA	
Parent Involvement—Strategies to promote effective parental involvement	
Extended Learning—As appropriate, activities before school, after school, during the summer, and during any extension of the school year	
Incorporation of a Teacher Mentoring Program—See ESEA Title IX, Part A, §9101(42) for definition of "Teacher Mentoring Program"	

Elements specified in ESEA Title I, Part A, Section 1114 for Program Improvement
SPSA Title I Schoolwide Requirements

Specified Elements of the ESEA (continued)	Location (by Page) in SPSA
Comprehensive needs assessment of all children enrolled in the school, including migratory children, which includes the analysis of student performance data in relation to the state academic content standards	
Schoolwide reform strategies that: Provide opportunities for all students to meet the academic standards at the proficient and advanced levels Use instructional strategies that are based on scientifically based research that strengthen the core academic program that: • Increase the amount and quality of learning time such as through an extended school year, before- and after-school and summer school programs, and help provide an enriched and accelerated curriculum • Include strategies for meeting the educational needs of historically underserved populations Include strategies to address the needs of all children in the school, and in particular, the needs of low-achieving students and those at risk of not meeting the state content standards Description of a process for evaluating whether the needs of students have been met Are consistent with the LEA Plan	
Instruction by highly-qualified teachers	
Provisions for high quality and ongoing professional development for teachers, principals, paraprofessionals and other staff to enable all children to meet the state's academic achievement standards	
Strategies to attract high quality highly qualified teachers to high-need schools	
Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services	
Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information and to improve student achievement and the overall instructional program	
Strategies for timely and effective assistance to students that need additional help	
Coordination and integration of federal, state, and local services and programs	

Elements specified in ESEA Title I, Part A, Section 1115 for Program Improvement
SPSA Title I Targeted Assistance (TAS) Requirements

Specified Elements of the ESEA (continued)	Location (by Page) in SPSA
Use of Title I funds to help eligible children meet such state's challenging student academic achievement standards expected for all students	
Ensure that planning for students served under Title I is incorporated into existing SPSA	
Use effective methods and instructional strategies that are based on scientifically-based research that strengthens the core academic program of the school and that: • Increases the amount and quality of learning time such as through an extended school year, before- and after-school programs, and summer school • Helps provide an accelerated, high quality curriculum including application of learning • Minimizes removing children from the regular classroom during regular school hours for instruction provided under Title I	
Instruction by highly qualified teachers	
Provisions for high quality and ongoing professional development for teachers, principals, paraprofessionals, and other staff to enable all children to meet the state's academic achievement standards	
Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services	
Coordination and integration of federal, state, and local services and programs	
Ongoing evaluation of the targeted assistance program and revision of the program to better meet student needs	