

Comprehensive Progress Report

Mission: Mission: Orange County Schools provides learning opportunities that develop resourceful citizens prepared to engage in an ever changing and diverse world. At Orange High School, we foster a diverse community of independent learners, constructive thinkers, and responsible citizens.

Vision: Orange High School prepares students to be responsible citizens in a diverse world by promoting academic and individual success.

Goals:
Alter the text and click the 'Update' link. Be sure to 'Save' when done.

Goal 1 – Orange County Schools will be the first choice for families through the provision of engaging learning opportunities for all students to prepare them for citizenship, higher education, and careers. Goal 2 – Orange County Schools will be the first choice for families through consistent and effective engagement with our diverse community. Goal 3 – Orange County Schools will be the first choice for families through retaining, recruiting and developing a diverse professional team accountable for the learning opportunities for all students. Goal 4 – Orange County Schools will be the first choice for families through the provision of safe and sustainable operations and well maintained facilities and equipment that support learning opportunities for all students. Goal 5 – Orange County Schools will be the first choice for families through the accountable, equitable and transparent management of human and financial resources.

Alter the text and click the 'Update' link. Be sure to 'Save' when done.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently we do not have a consistent structure for classroom rules; we need to be more proactive in teaching the expectations positively. Teachers need to understand consequences for student misconduct and how to assign consequences.	Limited Development 09/06/2017		
<i>How it will look when fully met:</i>		All OHS staff will implement Capturing Kids Hearts processes in their classrooms so that student and teacher relationships increase. Students feel part of their classrooms and within the school. As students feel more connected to adults within the school we will see a decrease in out of school suspension incidents to less than 25 per quarter. We will also see an increase in student attendance rate to above 95%.		Eric Yarbrough	05/31/2019
Actions			2 of 6 (33%)		
9/6/17	All staff will be trained in Capturing Kids Hearts. CKH Recharge was done on the Sept. 26, 2018 early release day with all OHS staff.	Complete 08/18/2017	Eric Yarbrough	10/01/2018	
<i>Notes:</i> One time training.					
9/6/17	All staff will have each class create a social contract and the contract will be signed by the students and displayed in the classroom.	Complete 06/01/2018	Eric Yarbrough	12/31/2018	
<i>Notes:</i> Each semester new Social Contracts will be created and displayed.					
9/6/17	Teachers will consistently greet students at the doorway prior to the beginning of class.		Will Okun	12/31/2018	
<i>Notes:</i>					
9/6/17	Teachers will have students share "Good Things" in class at least once per week.		Kandis Sauls	12/31/2018	
<i>Notes:</i>					
10/1/18	Administration will create and communicate specific consequences for tardies, skipping of Plus Lunch Tutoring. and for after school detention.		Eric Yarbrough	12/31/2018	
<i>Notes:</i>					
10/1/18	We will utilize the dispute settlement center to assist with conflict resolution.		Judith Brantley	12/31/2018	
<i>Notes:</i>					

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
!	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Content level PLCs will meet regularly to develop standards-aligned units of instruction and create common summative assessments which are aligned with instruction.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>			Each PLC will create common unit plans which are aligned with curriculum standards in a shared Google folder. Each PLC will also have created common summative assessments. This will result in increased student achievement on summative assessments.		Eric Yarbrough	06/01/2018
Actions				3 of 4 (75%)		
	9/8/17	PLCs will meet regularly to create common unit plans aligned with standards		Complete 06/01/2018	Eric Yarbrough	01/26/2018
<i>Notes:</i> PLCs will meet weekly or bi-weekly to review unit plans and discuss data						
	9/8/17	PLCs will create common summative assessments to accurately gauge student mastery of key concepts previously identified in the content area		Complete 06/01/2018	Eric Yarbrough	01/26/2018
<i>Notes:</i> Summative assessments are created and shared within the PLC; data from summative assessments is used to inform teaching practices of PLC members						
	9/14/17	PLCs will create plans to provide extra time and support to students that are struggling to demonstrate mastery of the essentials skills and understandings		Complete 06/01/2018	Eric Yarbrough	05/25/2018
<i>Notes:</i>						
	6/1/18	Teachers will assign tutorial time for students who are not being academically successful, and will monitor their attendance at tutorials.			Eric Yarbrough	12/01/2018
<i>Notes:</i>						

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers meet in PLCs weekly or bi-weekly to look at data and plan instruction and remediation opportunities. Each administrator, counselor, EC Department Chair, and school social worker is part of a Student Support Team which meets bi-weekly by alphabet cohort which monitors students's grades and progress in order to create individualized success plans.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		Our core instruction will meet the needs of at least 80% of our students. Teachers will utilize frequent formative assessments to determine which students need more time and support in order to master the essential skills of each course. When students show that they struggling each PLC will work to ensure that the students are provided with more time and support so they can master these essential skills. Also, student support teams will monitor academics, attendance, and behavior and will provide support when needed.		Eric Yarbrough	12/31/2018
Actions			1 of 4 (25%)		
	9/24/18	The school will continue to have student support teams by alphabet cohort monitor student progress in grades, attendance, behavior and will serve as a problem solving team to address issues. The team will communicate with parents, students, and teachers regarding issues and possible solutions.		Eric Yarbrough	12/31/2018
<i>Notes:</i>					
	9/24/18	Teachers will give frequent formative assessments to understand students' strengths and weaknesses. Teachers will use this data for small group instruction either in the classroom or during lunch tutorial.		Eric Yarbrough	12/31/2018
<i>Notes:</i>					
	9/24/18	Implementation of a freshman Literacy Class to support students that are entering high school below grade level in reading. Students were chosen based on lexile scores, EVAAS predictors, and teacher recommendations.	Complete 09/14/2018	Eric Yarbrough	12/31/2018
<i>Notes:</i>					
	9/24/18	Teacher and support teams will utilize Enriching Students program to schedule students for small group tutoring during lunch tutorial time.		Stephen Stewart	12/31/2019
<i>Notes:</i>					

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All teachers have been trained in Capturing Kids Hearts.	No Development 09/08/2017		
<i>How it will look when fully met:</i>		Teachers will utilize Capturing Kids Hearts to help students manage their emotional health and refer students to support teams when necessary.		Judith Brantley	05/31/2019
<i>Actions</i>					

Notes:

KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Student services and administration are teamed to provided support for students.	No Development 09/08/2017		
<i>How it will look when fully met:</i>		Students will work with student support services to create transition plans as they progress from level to level and grade to grade, up to and including graduation and post-secondary planning.		Judith Brantley	05/31/2019
<i>Actions</i>					

Notes:

Core Function: Dimension B - Leadership Capacity

Effective Practice: Strategic planning, mission, and vision

KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		OHS has a School Improvement Team in place with members who serve 2 year terms	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		The LEA will have an LEA Support & Improvement Team in place made up of key people to review the progress of the LEA and make suggestions for improvement.		Judith Brantley	08/01/2018
<i>Actions</i>					

Notes:

KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		PLCs meet weekly or semi-weekly; there are monthly staff meetings and monthly department chair meetings; monthly departmental meetings; monthly SIT meetings and MTSS meetings.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		Leadership Teams consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices; the School Improvement Team, Instructional Team and the Multi-Tier Student Support Team are each meeting every month to review implementation of effective practices.		Judith Brantley	08/01/2018
Actions					
Notes:					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		PLUS lunch affords all teachers to meet in PLCs during lunch for instructional planning; shared planning periods are scheduled for teachers with EOC classes.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		The school has scheduled teachers within specific content areas common planning in order to have effective PLC time allotted; PLUS lunch also affords time for teachers to meet and plan instruction.		Judith Brantley	08/01/2018
Actions					
Notes:					

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
!	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers are on an evaluation schedule and informal walk throughs are performed by administration daily.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>			A google form will be created for targeted "look fors" which will provide timely feedback to teachers from administrative walk-throughs. Teachers will use these observations to reflect on and adjust their teaching practices to be more effective.		Eric Yarbrough	01/25/2018
Actions				2 of 3 (67%)		
	9/8/17		Google walk through form created.	Complete 09/08/2017	Eric Yarbrough	09/08/2017
			<i>Notes:</i> Form to be updated to reflect "look fors" which teachers will have received instruction on in previous professional development session.			
	9/8/17		Walk through observations will be conducted by administration and feedback provided to teachers.	Complete 03/13/2018	Eric Yarbrough	05/25/2018
			<i>Notes:</i> Each administrator will complete weekly walk throughs of teacher classrooms and provide feedback			
	6/1/18		An Administrator will complete walk-through observations to provide feedback to teachers in addition to regularly schedules evaluative observations once per quarter.		Eric Yarbrough	06/01/2019
			<i>Notes:</i>			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		OHS reviews benchmark and EOC data, discipline data and credit recovery data to make decisions about school improvement and professional development.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		The school will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs; the SIT, MTSS, Student Support Teams and Instructional Team will collaborate to inform improvement strategies and recommend professional development..		Judith Brantley	08/01/2018
Actions					
Notes:					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		There is an established system of advertising for staff in OCS. OHS uses the state system to complete evaluations of staff. Monthly staff appreciation in some form is established.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>		The school will consistently support the LEA practices in recruiting, evaluating, rewarding, and replacing staff.		Judith Brantley	08/01/2018
Actions					
Notes:					

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
!	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The school communicates with parents/guardians weekly via phone messages and email about upcoming events. Some teachers regularly email parents and inform them of the curriculum and what parents can do at home to support their children's learning.	Limited Development 09/08/2017		
<i>How it will look when fully met:</i>			At full implementation, parents will be informed about the instruction that is occurring in their child's classroom through multiple avenues including but not limited to Blackboard Connect, Teacher Emails, OHS Website, OHS App, and school outreach events. Orange High School will serve as an integral part of our community.		Eric Yarbrough	05/25/2018
Actions				1 of 5 (20%)		
	9/8/17		OHS will continue to send weekly phone messages and emails to parents informing them of weekly events and letting them know of opportunities to be involved in the school.	Complete 06/01/2018	Eric Yarbrough	05/25/2018
<i>Notes:</i>						
	9/24/18		School staff will use the OHS App to communicate with parents and students.		Eric Yarbrough	12/31/2018
<i>Notes:</i>						
	9/8/17		Teachers will email parents with class updates regularly informing parents of what is occurring in their class and how they can support their student academically.		Eric Yarbrough	12/31/2018
<i>Notes:</i>			Each teacher will send an email home at least one time per month with upcoming major assignments and informing parents of classroom activities and how parents can support their student's academic success in the content area.			
	10/1/18		Support staff will do home visits when necessary to build relationships with our families.		Kandis Sauls	12/31/2018
<i>Notes:</i>						
	9/24/18		Teachers will update grades weekly in PowerSchool.		Eric Yarbrough	05/31/2019
<i>Notes:</i>						