

Orange County Public Schools

# Oak Ridge High



## 2018-19 School Improvement Plan

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## Oak Ridge High

700 W OAK RIDGE RD, Orlando, FL 32809

<https://oakridgehs.ocps.net/>

### School Demographics

**School Type and Grades Served**  
(per MSID File)

High School  
9-12

**2018-19 Title I School**

Yes

**2018-19 Economically Disadvantaged (FRL) Rate**  
(As Reported on Survey 3)

100%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white on Survey 2)

95%

### School Grades History

**Year**  
**Grade**

**2017-18**  
C

**2016-17**  
D

**2015-16**  
C

**2014-15**  
C\*

### School Board Approval

This plan is pending approval by the Orange County School Board.

### SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

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

#### Provide the school's vision statement

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

### School Leadership Team

#### Membership

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

Name	Title
Bellinger, Jennifer	Principal
Norwood, Orlando	Assistant Principal
Karcinski, Lisa	Assistant Principal
Browne, Michele	Assistant Principal
Householder, Laurene	Administrative Support
Gonzalez, Luz	Administrative Support
Beckett, Markeefe	Dean
Lubin, Veronica	Dean
Coutain, Kenny	Dean
Monteiro, Rosina	Instructional Technology
Perez Bermudez, Glorytza	Administrative Support
Sanchez Corona, Brian	Assistant Principal
Rivera, Juliza	Assistant Principal

#### Duties

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

Jennifer Bellinger- Principal: Supervises Biology, SAFE, Behavior Specialist, Assistant Principals, Deans, Instructional Coaches, Athletic Director, Program Assistants/Program Monitors, Security, Title IX Coordinator, and the Testing Coordinator. She is responsible for academic and administrative Deans, PASS Coordination with Deans, Academic Coaches, Administrative/Support Staff Duties, Athletics, Budget, Community Tours, Faculty/Staff Celebrations, Teacher and Staff Evaluations, Room Utilization, SAC/PTO, Vision, Duty Roster Management, Assist with Testing Coordination, Parking, Inventory,

Keys, Bus/Hall Duty, and Field Trips.

Juliza Rivera- Assistant Principal: Supervises Science, Junior Achievement Electives, English Language Learners, ESOL Compliance Specialist and Visual/Performing Arts. Her responsibilities include: Magnet Programs – Recruitment and Program Monitoring, Bus/Campus Supervision Duty, Clubs and Organizations, SAC/PTO Assistant, ORHS Recruitment Videos and Print Materials, assisting with School Improvement Plan writing, School Newsletter Information Collection w/ CRT, Teacher Evaluations, and Teacher and Support Person of the Year.

Orlando Norwood- Assistant Principal: Supervises Mathematics, ROTC, College and Career Readiness Courses, and ESE. His responsibilities include Mathematics PLC & EOC Testing, Mathematics Assessment Creation with Coach, PERT Testing, Evacuation Plan and Drills, Bus/Campus Supervision Duty, SAC/PTO, assisting with School Improvement Plan writing, Teacher Evaluations, Teacher Certification – with Instructional Coach and CRT, and Safety and Security Plan.

Michele Browne – Assistant Principal: Supervises Reading and Language Arts. Her responsibilities include Multi- Tiered System of Support (MTSS), Bus/Campus Supervision Duty, SAC/ PTO, PTO/Parental Involvement/Community Relations, Clinic/All Medical Issues, assisting with School Improvement Plan writing, and Teacher Evaluations.

Lisa Karcinski- Assistant Principal: Supervises Guidance Counselors, World Languages, and Electives. Her responsibilities include API duties, Articulation with Feeder Schools, Bus/Campus Supervision Duty, Course Registration, Credit Recovery Programs and Students, Curriculum Guide with Guidance Counselors, Dual Enrollment, Exam Schedule/ Bell Schedules and other flexible schedule, FTE/FISH Reports/All Surveys, Guidance, Master Schedule Creation, Registration – Off Track Student Approval, Report Cards/ Progress Reports, Digital Curriculum, assisting with School Improvement Plan writing, SAC/PTO, SAT/ACT Registration Coordination, SMS, Teacher Evaluations, Withdrawals, and Monitoring Data Collection/Management.

Brian Sanchez Corona- Assistant Principal: Supervises Career and Technical Education Electives, Social Studies, AP Coordinator, and City Year. He is responsible for Advanced Placement/Advanced Studies, Advanced Ed, AP Testing, Industry Certification Exams, Bus/Campus Supervision Duty, Crisis Plan, SAC/PTO Lead, Substitutes/Emergency Lesson Plans, Teacher Certification – w/ Instructional Coach and CRT, assisting with School Improvement Plan writing, and Teacher Evaluations.

Laurene Householder – Curriculum Resource Teacher: Serves as the Partners in Education and Additions Coordinator, manages Title I Compliance, Parental Involvement, and monitors School-Wide Data, the SIP and Parent and Family Engagement Program, organizes and plans Community Involvement, facilitates the After School Tutoring and Enrichment Program, facilitates Teach-In and manages hard copy and electronic Newsletters and communication.

Luz Gonzalez Cartagena-Data Coach: Responsible for the School-Wide Assessment Development and Vetting Process, Professional Development to Coaches on Data Tracking Systems and monitoring. Review Trends on Instruction and Student Performance and Monitors progress towards SIP goals through quarterly school grade projections.

Markeefe Beckett - Dean: Responsible for 10th grade students. Monitors behavior to

increase student achievement and decrease academic and disciplinary disruptions.

Emory Norris - Athletic Director: Coordinates all athletic responsibilities, coordinates use of the campus facilities, manages athletic duty schedule, construction schedules, and all special event security and parking.

Veronica Lubin - MTSS Coordinator: Monitors behavior and provides support to increase student achievement and decrease academic and disciplinary disruptions.

Kenny Coutain - Dean: Responsible for 11th grade students. Monitors behavior to increase student achievement and decrease academic and disciplinary disruptions.

Danielle DiBernardino - Staffing Specialist: Monitors and develops Individual Education Plans for students with disabilities, monitors implementation of campus-wide ESE Instructional Delivery Model, serves as contact for the Florida Alternate Assessment and for itinerant service providers and monitors student progress toward Post- Secondary Transition Programs.

Latorrie Williams - Math Coach: Facilitates mathematics professional learning community meetings, works directly with teachers to improve teaching strategies and best practices, assists in the creation of lesson plans and assessments, sets up tutoring opportunities for students requiring intervention, and provides feedback on the standards-based progress of each teacher and student in mathematics.

Jennifer Grow - Instructional Coach: Supervises and monitors Beginning Teacher Induction, New Teacher Orientation, Mentoring and Teacher Certification.

Rosina Monteiro- Media Specialist/Digital Curriculum & Technology Team Leader: Collaborates with teachers in the development of student literacy through the use of the school's Media Center. Oversees the selection, organization, utilization, and maintenance of media, information, and curriculum resources. Supports teacher implementation of digital programs for classroom use. Manages device circulation and student digital issues. Co-coordinator of the Student Tech SWAT Team (Students Working to Advance Technology).

Glorytza Perez Bermudez- Attendance Resource Teacher: Develops, adopts, and implements policies and procedures regarding attendance and ensures that all staff, students, and parents are fully aware of the policies and procedures, enforces the Florida Compulsory School Attendance Law. Monitors attendance reports to identify truant students and start interventions. Communicates with students, teachers, and parents to identify and resolve any patterns or trends of truancy.

Bernetta Buck - SAFE Coordinator: Provides assistance to our students through crisis intervention, staff referral or self-referral. Serves as a liaison between students and external resources that can help them with college and scholarship applications.

## Early Warning Systems

### Year 2017-18

#### 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	264	259	317	356	1196
One or more suspensions	0	0	0	0	0	0	0	0	0	77	56	58	31	222
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	250	244	347	182	1023
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	386	332	16	12	746

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	298	269	230	157	954

**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
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected**

Wednesday 7/11/2018

**Year 2016-17 - As Reported**

**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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	238	332	296	278	1144
One or more suspensions	0	0	0	0	0	0	0	0	0	118	121	94	66	399
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	226	327	281	236	1070
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	366	341	0	0	707

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	273	333	196	180	982

**Year 2016-17 - 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
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	238	332	296	278	1144
One or more suspensions	0	0	0	0	0	0	0	0	0	118	121	94	66	399
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	226	327	281	236	1070
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	366	341	0	0	707

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	273	333	196	180	982

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

English Language Arts student achievement performed the lowest at 29%. Yes, this is a trend.

**Which data component showed the greatest decline from prior year?**

All components showed an increase with the lowest 25% in mathematics showing the lowest increase of 1%.

**Which data component had the biggest gap when compared to the state average?**

English Language Arts achievement had the largest gap (27%) when compared to the state average.

**Which data component showed the most improvement? Is this a trend?**

Mathematics achievement showed the most improvement by 25%. Yes, this is a trend.

**Describe the actions or changes that led to the improvement in this area**

Clear and precise systems for school management and leadership were implemented and extensive monitoring, with fidelity, from academic coaches and evaluating administrators was provided. An intense focus on standards-based instruction was supported and maintained in all content areas.



**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	29%	54%	56%	25%	51%	53%
ELA Learning Gains	39%	51%	53%	29%	46%	49%
ELA Lowest 25th Percentile	32%	40%	44%	23%	34%	41%
Math Achievement	42%	49%	51%	17%	34%	49%
Math Learning Gains	43%	44%	48%	27%	33%	44%
Math Lowest 25th Percentile	37%	39%	45%	36%	33%	39%
Science Achievement	55%	66%	67%	43%	64%	65%
Social Studies Achievement	58%	69%	71%	48%	67%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	264 (238)	259 (332)	317 (296)	356 (278)	1196 (1144)
One or more suspensions	77 (118)	56 (121)	58 (94)	31 (66)	222 (399)
Course failure in ELA or Math	250 (226)	244 (327)	347 (281)	182 (236)	1023 (1070)
Level 1 on statewide assessment	386 (366)	332 (341)	16 (0)	12 (0)	746 (707)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	27%	50%	-23%	53%	-26%
	2017	20%	49%	-29%	52%	-32%
Same Grade Comparison		7%				
Cohort Comparison						
10	2018	25%	49%	-24%	53%	-28%
	2017	26%	47%	-21%	50%	-24%
Same Grade Comparison		-1%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	53%	62%	-9%	65%	-12%
2017	40%	60%	-20%	63%	-23%
Compare		13%			
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018					
2017					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	53%	65%	-12%	68%	-15%
2017	44%	64%	-20%	67%	-23%
Compare		9%			
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	26%	61%	-35%	62%	-36%
2017	17%	53%	-36%	60%	-43%
Compare		9%			
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2018	62%	65%	-3%	56%	6%
2017	16%	43%	-27%	53%	-37%
Compare		46%			

**Subgroup Data**

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
WHT	50	42	10	70	55		73	95		97	69
BLK	25	40	36	40	44	46	53	53		91	50
HSP	29	38	32	40	41	29	52	59		90	61
ASN	46	42		73	64		73	60		100	73
MUL	64	70					92				
SWD	10	31	32	25	26	40	22	41		98	23
FRL	27	39	33	38	42	38	52	54		91	56
ELL	9	29	29	34	44	36	28	43		85	52

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	44	38	30	28	25		59	86		94	62
BLK	22	26	20	16	27	39	41	44		87	37
HSP	25	29	24	16	26	35	42	45		91	57
ASN	61	54		38	30			73		93	57
MUL	50			25	8						
SWD	4	18	20	5	20	25	19	24		80	22
FRL	25	29	23	17	27	36	43	48		89	46
ELL	5	21	24	11	33	41	16	15		79	34

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

Activity #1	
<b>Title</b>	Rigorous standards based instruction to improve student achievement in English Language Arts.
<b>Rationale</b>	Within our Professional Learning Communities (PLCs) we will focus on using data to drive our instruction. As we deliver standards-based instruction we will incorporate strategies from the District Professional Learning Communities (DPLC) which include close-reading strategies and text-dependent questioning to further support our focus on improving literacy which will support overall achievement.
<b>Intended Outcome</b>	Student proficiency on the English Language Arts Florida Standards Assessment will increase to 35%.
<b>Point Person</b>	Jennifer Bellinger (jennifer.bellinger@ocps.net)
Action Step	
<b>Description</b>	Teachers will have opportunities for deconstructing the standards and selecting teaching materials and text that reflect the level of rigor presented on the Florida Standards Assessment during pre-planning and throughout the year. Members of the District Professional Learning Community will provide professional development in close reading strategies to improve literacy which will support all content areas. Through monitoring achievement gaps on English Language Arts common formative assessments that measure mastery of English Language Arts standards, teachers, instructional coaches, and administrators will incorporate components of culturally responsive instruction in professional learning community planning sessions. These components will seek to directly address identified achievement gaps.
<b>Person Responsible</b>	Jennifer Bellinger (jennifer.bellinger@ocps.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Lesson plans and English Language Arts common formative assessment data will be monitored and discussed with instructional coach and evaluating administrator during professional learning community time.  Teachers will be observed and observational data will be reviewed with the teacher through the coach or administrator.
<b>Person Responsible</b>	Jennifer Bellinger (jennifer.bellinger@ocps.net)

## Activity #2

**Title** An intense focus on the lowest-performing 25% of students in Algebra 1 and Geometry courses. Our focus will to maximize gains in learning and ultimately student achievement.

**Rationale** For the 2017-2018 school year, mathematics learning gains, Algebra 1 and Geometry, were at 37%. This statistic also informs us that 63% of our students did not show observable adequate growth in mathematics.

**Intended Outcome** Student performance in mathematics, specifically Algebra 1 and Geometry, will increase from 37% to at least 50%.

**Point Person** Jennifer Bellinger (jennifer.bellinger@ocps.net)

### Action Step

**Description** Targeted professional development will be implemented with a focus on standards-based instruction specific to the mathematics professional learning communities. Included in the targeted professional development will be components for alignment with the instructional evaluation framework. To further support student achievement in mathematics classes, differentiated professional development and support will be provided to each teacher in classroom management, questioning techniques, and student response rates.

**Person Responsible** Jennifer Bellinger (jennifer.bellinger@ocps.net)

### Plan to Monitor Effectiveness

**Description** Analyses of lesson plans will be conducted to determine adequate design for standards-based instruction. Classroom observations, with an emphasis on professional development through the coaching cycle, will be conducted to assure standards-based instruction, necessary supports for classroom management, and necessary instructional shifts for adequate student response rates.

**Person Responsible** Jennifer Bellinger (jennifer.bellinger@ocps.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Oak Ridge High School has met the Title I requirements. Parent Involvement Plan has been developed and resides with the Title I office and a copy at the school.

### PFEP Link

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

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

Guidance counselors work closely with students and administration to stay abreast of issues that may arise with students. In addition, we have a full-time SAFE coordinator who is available to counsel and get the student/family outside services that they may require. We also have a school psychologist who can be consulted and become involved if necessary. We have many mentors who are matched with our at-risk students.

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

The guidance department ensures that visits are made to feeder schools with information and student representatives from various clubs and organizations. In turn, those feeder school make visits to our campus for a tour, to meet the administrative and leadership team, visit classes and talk to students. Students who are new to the area and have enrolled from another high school are given a "buddy" that will assist them for the first few days. They are given a tour of the facility and introduced to their teachers. Attention is paid to the outgoing transition of our students by hosting financial aid nights, college application assistance, scholarship assistance, outgoing college visits to various campuses in the state of Florida and incoming college visits on our campus. Our College and Career Specialist, Erin Wolfgramm, is available during regular school hours and select extended hours to assist students with amazing scholarship opportunities and college readiness support.

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

Title I, Part A, C and D

Services are provided through Title I funding for students who need additional remediation through the Academic Tutoring Services (ATS). 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. Migrant Liaison provides services and support to students and parents who have come to the Central Florida area. Services are coordinated with District Drop-Out Prevention programs to make sure students are given to support to remain in school.

Title III

An extensive partnership of services for our ELL students which include a CCT, and after school and/or weekend tutoring sessions.

Title X- Homeless

Provide Homeless services to our students and families. A team works with our administration and guidance staff to guarantee that we are meeting the needs of our students in transition.

Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

ORHS partners with a number of community organizations as well as the district to fully integrate Violence Prevention Programs.

#### Nutrition Programs

District Food and Nutrition Services provides information on healthy foods and nutritional breakfast and lunch selections that are offered daily.

#### Adult Education

Adult education opportunities on our campus include: Adult ESOL classes, Back on Track, 21st CCLC and Academic Services Tutoring, and credit recovery.

#### Career and Technical Education

CTE students have the opportunity to participate in the dual enrollment program by attending Mid Florida Tech or Orlando Tech.

#### Magnets

Hospitality Management and Tourism Magnet, Digital Gaming, Aviation Magnet, and Junior Achievement Academy Magnet

#### Job Training

We promote career readiness by providing training with job placement for the ESE students and flexible scheduling work program.

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

Oak Ridge High School incorporates students' academic and career planning by having the opportunity to attend technical schools, explore careers and take classes with an emphasis on 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. Our intensified College and Career Readiness Program is another venue 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 students' academic interests with professional mentors. Frequent mentoring sessions guide students throughout their high school career. The Oak Ridge High School College and Career Center, is located in the guidance suite (building 800). It is our goal to prepare students to choose a career and take steps towards their journey in higher education. The center is staffed full time and will be open for students throughout the day. The center will be open on identified evenings to provide further support to our students and families. Students will be able to plan, prepare and pay for college with accessible resources in the Center as well as perform career explorations. Assistance is available to help with the job and college application process, online college searches for Best Fit Colleges, and assistance with completing financial aid paperwork as well as gathering the required documents. Our College & Career Specialist, Erin Wolfgramm, will be available to assist students with scholarship opportunities and college readiness support as well.

## Part V: Budget

<b>Total:</b>	<b>\$0.00</b>
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