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State Board of Education Plan for Repeating F Schools: District: Orange School: Evans High School

	Requirements	Current Status
1	<p><u>SBE Approved 4.18.06:</u></p> <p><i>School Restructure Plan:</i></p> <p><i>Change the grade configuration of the school and the programs offered.</i></p>	<p>The High School Developmental Career academies will continue to be offered at the main campus for students in grades 10-12. These academies include Culinary Arts, Cosmetology, Professional Educators, The Arts (Fine, Graphic, Performing) Agricultural Science, and Naval ROTC. An analysis is currently taking place to revise and enhance each program as needed. The academies will be reorganized into smaller learning communities to provide a career focus.</p> <p>The Electronics and Design Engineering Magnet was eliminated after careful analysis revealed ineffectiveness and low enrollment. In its place, an International Baccalaureate magnet will be added to the school. The 2006-2007 school year will serve as a planning year to implement this IB program. Ten (10) teachers have been identified to teach IB and will attend training in July and October along with the principal and assistant principal for instruction.</p> <p>A Ninth Grade Success Academy will be implemented. This education reform initiative will be a focus at the separate ninth grade center campus. The reform initiative will include extending the school day to seven (7) periods and provide additional time to improve academic achievement through specific and targeted interventions for all level 1 and 2 students as well as offer a life skills curriculum. Two guidance counselors, a reading coach, and math coach will support a higher learning experience.</p> <p>New intervention programs for reading and math will be implemented and student progress will be monitored on a monthly basis by the Principal and Area Superintendent who will report to the Superintendent.</p> <p>All students will receive credit recovery opportunities and after tutoring during the 7th period which is optional for 11th and 12th graders, but mandatory for 9th and 10th graders. Transportation will be provided to students participating.</p>

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2	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Implement a schoolwide reform model for ALL students.</i></p>	<p>The district wide high school reform initiative is also being implemented at the school. The reform requires high schools to increase the rigor of coursework for all students and provide needed support to ensure academic success through improved reading skills, relevance in the curriculum and foster positive relationships among students and teachers.</p>
3	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Implement and align schoolwide reform model in feeder schools</i></p>	<p>Districtwide middle school reform initiatives began in the 2005-2006 school year to improve the academic achievement of students and prepare incoming 9th graders with skills necessary for success in high school.</p> <p>The following interventions were in place for Lee Middle School which feeds into Evans and will be continued during the 2006-2007 school year. (Lee Middle School received a grade of a B by the state, achieved AYP status and demonstrated learning gains in reading, math and writing.)</p> <ul style="list-style-type: none"> *Reading teachers are working in small groups with students. *Corrective Reading is used for all Level 1 students. *Tutoring is offered after school. *Training for teachers was will continue to be provided in reading and writing. *School-wide writing prompts were also implemented and graded on site for monitoring and remediation. *The Middle Years IB Program is being added for next year and AVID will serve students for a second year. <p>The following interventions were put into place for Meadowbrook Middle School which feeds into Evans and will be continued during the 2006-2007 school year. (Meadowbrook received a grade of B from the state, achieved AYP status and demonstrated learning gains in reading, math, and writing.)</p> <ul style="list-style-type: none"> *All Level 1 students were provided reading instruction through Corrective Reading and the Read XL program. *Individualized instruction was provided through SuccessMaker. *Math instruction was provided via Springboard and SuccessMaker with subgroups receiving instruction via the Alek program. *School-wide writing prompts were implemented and graded on site for monitoring and remediation. *After-school tutoring for students and training in literacy

ASSISTANCE *plus*

		<p>strategies were provided for teachers throughout the year.</p> <ul style="list-style-type: none"> *The following interventions were put into place for Robinswood Middle School which feeds into Evans and will be continued during the 2006-2007 school year. (Robinswood received a grade of A from the state, achieved AYP status and demonstrated learning gains in reading, math, and writing.) *All Level 1 students were provided reading instruction through Corrective Reading, the TSE program, and SuccessMaker reading. *Level 1 math students received instruction via the Achieve and the Acaletics Math programs. *Schoolwide writing prompts were scored on-site; *The Middle Years IB Program is being added for next year *Mary Rose teacher training occurred on-site and strategies were used for writing remediation and monitored by administration.
4	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Local school board-approved funding for schoolwide interventions to each individual F school</i></p>	<p>Funding for new intervention programs and support for current programs will be provided.</p> <ul style="list-style-type: none"> *Teachers will be paid stipends for participating in training. Differential pay will also be paid to teachers (see attachment) up to \$6,000. *The district will also fund a social worker to address attendance issues. *Two (2) additional reading teachers will be funded for a total of four. *Four (4) math coaches will be funded. *An extra guidance counselor has been added to the school to work specifically with ninth grade students. *A business manager will be hired to assist the principal with managerial issues and allow for increased classroom observations. *An Assistance Plus Coordinator will be funded to provide technical assistance and assist with progress monitoring. *Summer School is provided for credit retrieval and will continue to be provided as well as adult night classes.
5	<p><u>SBE Approved 5.14.06:</u></p> <p><i>School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs</i></p> <p><u>Amended 6.20.06 to include:</u></p>	<p>We will work with parents to partner with the school. Contracts with parents and students have been developed and will be issued to all incoming ninth grade students. This contract will be enforced for four (4) years. The contract guarantees that students will be offered remediation, interventions, and extended day (recovery or grade retrieval) programs. All students will be involved in rigorous programs. Please see contract attached.</p> <p>Evans High School's success depends on making teachers, staff, students, and parents equal, active partners in the educational process. To this end, everyone involved is required to sign a contract acknowledging his or her responsibilities and obligations to the school and its students, and committing their time and effort to making the learning experience the best it can possibly be.</p>

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	<p><i>This will be a contract with parents, and starting with the incoming ninth graders in 2006, the contract will be for 4 years.</i></p>	<p>The contract recognizes the notion that education is a group effort — all signers promise to hold each other accountable for the quality of the instructional program and for student progress. Evans High School promises to maintain its programs, to provide highly trained teachers, to reach out to parents, to challenge its students, and not to let a single student "fall through the cracks."</p> <p>On signing the contract, incoming students accept a great deal of the responsibility for their own educational success for 4 years. This contract will be enforced for the child's entire high school career. For parents, the contract formalizes the sort of participation that they might take for granted at other schools. Evans' parents pledge not only to support their child's efforts and to attend parent-teacher conferences and back-to-school nights, but to volunteer time and to stay in regular contact with Evans staff and teachers regarding student progress, and even to schedule family vacations around Evans' schedule. By and large, parents appreciate the level of involvement the contract holds them to, and the fact that the contract holds all parties accountable for the success of the student.</p>
<p style="text-align: center;">6</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Extended learning program with transportation</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Districts must document extent of participation</i></p>	<p>Extended learning program with credit retrieval will be offered to students who have fallen behind in credits. Transportation will be provided.</p> <p>Participation will be documented through the number of students enrolled.</p> <p>We will institute a required 7th period day for 9th and 10th grade students</p>
<p style="text-align: center;">7</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>District Community Assessment Team – FLDOE, Parent, Business, Educator, Community Member, Local Government representation</i></p>	<p>A District Community Assessment Team will be created and in place by the start of the school year..</p>

ASSISTANCE *plus*

8	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Schoolwide staff development</i></p>	<p>A calendar for staff development is attached. Teachers will participate in staff development. A year-long school staff development plan will be developed and disseminated (School Improvement Plan). Ongoing staff development will be provided weekly and directly related to the academic achievement needs (Continuous Improvement Model, Comprehensive Academic Achievement Plan CAAP, League of Educational Excellence). The school will provide demonstration classrooms for staff development and peer observation. The staff development will be designed with clear guidelines and expectations, including a faculty peer coaching network focused on student achievement. District will continue to provide structured professional trainings in reading, mathematics, writing and science.</p>
9	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Staff development in reading in the content area</i></p>	<p>Staff development will be offered in Reading in the Content Areas. The District’s Curriculum Services department will provide an intensive train-the-trainer model of Reading in the Content Area (RICA) for reading coaches throughout the district and specifically for the coaches at Jones, Evans and Oak Ridge High schools. The Curriculum Services Department will provide ongoing mentoring and support to the coaches and teachers. The coaches will then train the teachers at the school. The coach model will be implemented with fidelity throughout the school year. The approved Orange County K-12 Comprehensive Research Based Reading Plan provides further in-depth information. CRreating Independence through Student-owned Strategies (CRISS) will also be offered to our coaches and teachers at Jones High School. The approved Orange County K-12 Comprehensive Research-Based Reading Plan provides further in-depth information.</p>
10	<p><u>SBE Approved 5.14.06:</u></p> <p><i>District full-time staff assigned to each school</i></p>	<p>A full-time staff member (Assistance Plus Coordinator) will be assigned and housed at the school. This individual will report to the Area Superintendent for the Learning Community who will make regular reports to the Superintendent. Other district personnel will continue to provide support that they have previously provided with contact with the Assistance Plus Coordinator, the Executive Area Director, and the Area Superintendent for continuity.</p>
11	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Identification and hiring of proven educational leaders¹</i></p>	<p>Administrative changes were made.</p>
12	<p><u>SBE Approved 5.14.06:</u></p> <p><i>All instructional staff</i></p>	<p>Teachers will be interviewed and hired based on past performance and learning gains demonstrated.</p> <p>The following criteria must be met in order to be accepted for</p>

¹ Proven educational leaders are administrators who have taken D or F schools and brought them up to A or B schools.

ASSISTANCE *plus*

	<i>must reapply for their jobs, and must have evidence of being highly effective.²</i>	<p>employment at Evans:</p> <ul style="list-style-type: none"> • Performance of students’ learning gains that show evidence of being highly effective • A limited number of absences for 2005-2006 school year • Effective final assessment • Vision aligned with the mission of the school • Attendance at all required staff development
13	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Differentiated pay (Incentives)</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Differentiated pay must be provided only to those teachers identified as highly effective.³</i></p>	<p>See attached incentive pay plan.</p> <p>On June 15, 2004, the State Board of Education approved the Assistance Plus Action Plan for F and repeating F schools. The plan required school districts to provide quality instructors and resources to these designated schools, to offer incentives to hire and retain instructional staff and to have staff in place prior to the beginning of the school year. Orange County Public Schools’ plan for repeating F schools offers an incentive up to \$6,000 for qualified teachers at those schools.</p>
14	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Performance Pay Plan</i></p>	<p>The district provides an instructional incentive plan for teachers. The performance incentive plan for principals will be modified to include principals of schools that receive a grade of F.</p>
15	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Dedicated district school safety and attendance personnel</i></p>	<p>Three school resource officers are provided.</p> <p>*Two (2) security guards are provided.</p> <p>*A social worker will be provided.</p> <p>*Cameras are in place for security monitoring.</p>
16	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Fully staffed entire school-year</i></p>	<p>The district will commit to fully staffing the school for the entire year.</p>
17	<p><u>SBE Approved 4.18.06:</u></p> <p><i>District provides on-site reading coaches</i></p>	<p>Two (2) additional reading coaches will be hired for a total of four. One reading coach will be assigned for each grade level.</p>

² Teachers who are highly effective are not identified by degrees or certification earned. Highly effective teachers are those for whom strong student learning gains can be documented.

³ Teachers who are highly effective are not identified by degrees or certification earned. Highly effective teachers are those for whom strong student learning gains can be documented.

ASSISTANCE *plus*

	<p><u>Amended 6.20.06 to include:</u></p> <p><i>District provides one reading coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one reading coach for the entire school.</i></p> <p><i>All reading coaches must be approved by the Department.</i></p>	
<p style="text-align: center;">18</p>	<p><u>SBE Approved 4.18.06:</u></p> <p><i>District provides on-site math coaches</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District provides one math coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one math coach for the entire school.</i></p> <p><i>All math coaches must be approved by the Department.</i></p>	<p>Four math coaches will be hired – one per grade level will be assigned.</p>
<p style="text-align: center;">19</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>For Level 1 students and 11th and 12th grade</i></p>	<p>Teachers hired at Evans will be endorsed or in the process of receiving the reading endorsement.</p>

ASSISTANCE *plus*

	<i>students required to retake the FCAT, intensive reading taught by reading endorsed teachers.</i>	
20	<u>SBE Approved 5.14.06:</u> <i>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive mathematics taught by top performing mathematics teachers.⁴</i>	Level 1 students required to take the FCAT will be provided with interventions such as SuccessMaker, intensive math classes and tutoring through Extended Learning. Math teachers will be hired to teach students.
21	<u>SBE Approved 5.14.06:</u> <i>Extended Day Credit Recovery Program</i> <u>Amended 6.20.06 to include:</u> <i>Transportation must be provided and district must report percent of eligible students participating and success rate.</i>	Extended Day Learning and Credit recovery will continue to be offered. Participation and success rate will be monitored and reported on a monthly basis. We will institute a required 7th period day for the 9th grade students. This program will provide opportunities for credit retrieval, tutorial support, and intensive remediation. Transportation will be provided.
22	<u>Current law:</u> <i>Choice for all students to transfer to two or more schools performing at grade level C or above, with transportation provided</i>	Opportunity Scholarship provides these options. We have complied each year. The Opportunity program was created to provide enhanced educational options to parents whose children are assigned to a failing public school to choose a higher performing public school, or to apply state generated funding toward private school tuition. See attached letter sent to parents.

⁴ Top performing mathematics teachers are not identified by degrees or certification earned. Top performing mathematics teachers are those for whom strong student learning gains can be documented.

ASSISTANCE *plus*

	<p><u>Amended 6.20.06 to include:</u></p> <p><i>District must document outreach to parents regarding this choice option.</i></p>	
23	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Support school with Title I Funds, in accordance with applicable federal laws</i></p>	<p>Consistent with funding provided by Title I, the District will allocate Operational dollars to the school based on student enrollment to substitute for Title I funds.</p>
24	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Aggressive efforts to have all eligible students receive State Approved SES. Outreach efforts specific to this school, and participation rates, must be documented and reported.</i></p>	<p>Funding will be allocated to provide tutorial services for students in need of support. A bank of teachers (identified as highly qualified) will be established. These teachers will receive a contract compliance stipend. Students will be provided more tutorial sessions than the limited number of sessions the SES providers could offer.</p>
25	<p><u>SBE Approved 6.20.06:</u></p> <p><i>District must document faithful implementation of the approved K-12 Reading Plan.</i></p>	<p>There will be documentation of implementation of the District's approved K-12 Reading Plan.</p>
26	<p><u>SBE Approved 6.20.06:</u></p> <p><i>District must report to the State Board monthly regarding progress.</i></p>	<p>A monthly report will be provided to the State Board.</p>

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SBE Approved 6.20.06:

The district is in compliance when 26 of the 26 school requirements are met.

Penalties for non-compliance will be voted on at the July 18, 2006 meeting.

##

APPENDIX A



Orange County Public School Incentive Pay for Assistance Plus Schools

On June 15, 2004, the State Board of Education approved the Assistance Plus Action Plan for F and repeating F schools. The plan required school districts to provide quality instructors and resources to these designated schools, to offer incentives to hire and retain instructional staff and to have staff in place prior to the beginning of the school year. Orange County Public Schools' plan for repeating F schools offers an incentive up to \$6,000 for qualified teachers at those schools.

This plan required that:

- * \$2,000 be paid in the last paycheck in October to all teachers who are employed at the school on September 14, 2005, and remain at the school through the first semester.
- * \$2,000 be paid the last pay check (2005-2006 school year) to all teachers who are employed at the school on the last day of school
- * \$1,000 be paid June 30 or 30 days after school grades are released (which ever is sooner) to all teachers who are still employed on the last day of the teacher's work year if the school letter grade is raised
- * \$1,000 be paid June 30 or within 30 days after calculation of student learning gains to all core 9th and 10th grade teachers if their students have achieved learning gains

APPENDIX B

Information about the Evans High School Contract

Evans High School's success depends on making teachers, staff, students, and parents equal, active partners in the educational process. To this end, everyone involved is required to sign a contract acknowledging his or her responsibilities and obligations to the school and its students, and committing their time and effort to making the learning experience the best it can possibly be.

The contract recognizes the notion that education is a group effort — all signers promise to hold each other accountable for the quality of the instructional program and for student progress. Evans High School promises to maintain its programs, to provide highly trained teachers, to reach out to parents, to challenge its students, and not to let a single student "fall through the cracks."

On signing the contract, incoming students accept a great deal of the responsibility for their own educational success. This contract will be enforced for the child's entire high school career. For parents, the contract formalizes the sort of participation that they might take for granted at other schools. Evans' parents pledge not only to support their child's efforts and to attend parent-teacher conferences and back-to-school nights, but to volunteer time and to stay in regular contact with Evans staff and teachers regarding student progress, and even to schedule family vacations around Evans' schedule. By and large, parents appreciate the level of involvement the contract holds them to, and the fact that the contract holds all parties accountable for the success of the student.

EVANS HIGH SCHOOL
School-Student-Parent Contract

Evans High School is a partnership among parents, students, teachers, and staff to provide the best possible education for our students. In order to achieve our ambitious goals, we must all make a commitment to working together. This contract begins in the student's ninth grade year and continues throughout the student's high school career.

Pledge by the school

We will offer a high-quality education for all of our students. Teachers and other staff will work hard to challenge and support our students as they reach for their personal best – both as students and as citizens. We know that what we do every day will dramatically impact the options that our students have in life, especially whether they go to college, and we promise to take this responsibility seriously.

Every member of Evans' staff will demonstrate the highest standards of professionalism and will serve as role models of the school's core values. Teachers will always be prepared for class and will continually engage students in the hard work that paves the way for success in high school, college, and life. We promise to hold each other accountable for the quality of the instructional program and for student progress.

We promise to appreciate, support, and respect every student. Each incoming 9th grade student will be assigned a teacher-Advisor to oversee the child's individual needs and progress within the school. No child at Evans High School will fall through the cracks.

We promise to communicate regularly with parents about their child's progress. We will return parent phone calls within 24 hours. Half way through each grading period, we will send home academic Progress Reports to every student. We will respectfully work with parents, seeking their input and problem-solving with them to serve students more effectively.

We are fully committed to the extended school day schedule for students needing extra assistance. Our students will have the time they need to improve their knowledge, skills, and behavior. Teachers will assign productive, worthwhile homework to reinforce and support skills and concepts learned in class.

We will enforce Evans High School's core values consistently and fairly. When students are detained or suspended, or when students deserve recognition for their accomplishments, we will inform their parents promptly and fully.

Signed: _____ Date: _____

EVANS HIGH SCHOOL
School-Student-Parent Contract

Evans High School is a partnership among parents, students, teachers, and staff to provide the best possible education for our students. In order to achieve our ambitious goals, we must all make a commitment to working together. This contract begins in the student's ninth grade year and continues throughout the student's high school career.

Pledge by the parent (and guardian):

I, _____, am fully committed to supporting the education of my child, _____. I promise to encourage and support my child as he or she works to achieve his or her goals.

I understand the Academy's core values of **Respect, Enthusiasm, Achievement, Citizenship, and Hard Work**, and I will make sure that my child learns to live up to them.

I also understand that there will be disciplinary consequences if my child violates the core values, even in little ways, and I will support the school in their efforts to enforce high standards for behavior and citizenship.

I understand that every school day is important, and I will make sure that my child arrives at school every day on time. If my child takes the bus, I will ensure that he or she is at the bus stop on time.

I understand that Evans High School's day is longer than usual, and I will ensure that my child benefits from this extra time. I will not schedule family vacations so that my child will miss school.

I understand that Evans' academic standards are very high. Grades and promotion are earned, and my child may need an additional support to master the rigorous, challenging curriculum. Therefore, whatever remediation or interventions needed, I will support the efforts of the school and will make sure that my child attends after school tutoring sessions or extended day credit retrieval programs offered.

I will communicate regularly with my child's teachers. I will return a phone call from a member of Evans' staff within 48 hours. If I am asked to attend a meeting at the school regarding my child's education or behavior, I will make every effort to be there. If I have a concern or questions, I will communicate in a respectful tone with Evans teachers and staff.

I will provide appropriate opportunities for my child to complete his/her homework. We will check to see that our child completes his/her homework every night.

Signed: _____ Date: _____

Signed: _____ Date: _____

EVANS HIGH SCHOOL
School-Student-Parent Contract

Evans High School is a partnership among parents, students, teachers, and staff to provide the best possible education for our students. In order to achieve our ambitious goals, we must all make a commitment to working together. This contract begins in the student's ninth grade year and continues throughout the student's high school career.

Pledge by the student:

I promise to very work hard, probably harder than I ever have before, to achieve my personal best. I understand that my education is important, and I will try to make the most of every opportunity I have to learn. I will never settle.

I will do my best to attend school every day. I will arrive.

I understand the Evans High School core values, and I will try to live up to them every day.

I will **Respect** my classmates, teachers, my school property, and myself. My teachers hold the keys to my future; I will always treat them with special respect. I will jump to it when they ask me to do something. I also know that my classmates are my teammates; I will never put them down or let them down.

I will approach learning with **Enthusiasm**. I will do things with a positive attitude.

I will aim for **Achievement** in every subject by producing top quality work. I will complete my homework every night, including my required reading.

I will demonstrate good **Citizenship**. I will look for opportunities to help my classmates, my school, and my district.

I will always practice **Hard Work** when I approach a task. I will come to class prepared, focused, and ready to learn. I will give every task my very best.

I understand that Evans' academic standards are very high. Grades and promotion are earned, and I may need additional support to master the rigorous, challenging curriculum. Should I need remediation or interventions I will avail myself to all opportunities. I will attend after school tutoring sessions or extended day credit retrieval programs offered if I am in need of such support.

I understand that Evans' standards for academics and behavior are very high and that there will be consequences if I do not live up to the core values. If I fail to honor any one of the values, I will take responsibility for my actions, try to learn from my mistake and will work to improve my behavior. I know that I must always work to be a better student, a better citizen, and a better person.

Signed: _____ Date: _____

APPENDIX C

EVANS HIGH SCHOOL STAFF DEVELOPMENT CALENDAR 2005 – 2006

SCHOOL	MONTH	TOPIC	LOCATION
NINTH CAMPUS	23-Aug	Pro Binder	Corresponding Campus
	7-Sep	Writing in the Classroom	Main Campus Rm 264
	7-Sep	Guided Reading	Main Campus Children's Section
	7-Sep	Writing in the Classroom	Main Campus Rm 103
	20-Sep	Thinking Maps I	Corresponding Campus Media Center
	5-Oct	Writing in the Classroom	Main Campus Rm 103
	5-Oct	Literacy	Ninth Grade Campus
	5-Oct	Teaching Data and Statistics	Main Campus
	18-Oct	Small Group Instruction	Corresponding Campus
	2-Nov	Writing in the Classroom	Main Campus Media Center
	15-Nov	Reviewing your IPDP	Corresponding Campus
	18-Jan	Thinking Maps I	Ninth Grade Campus Media Center
	1-Feb	Thinking Maps II	Ninth Grade Campus
	10-May	Assesment and Inservice Points	Ninth Grade Campus Media Center

MAIN CAMPUS	7-Sep	Writing in the Classroom	Main Campus Rm 264
	7-Sep	Guided Reading	Main Campus Children's Section
	15-Sep	Thinking Maps I	Main Campus Media Center
	5-Oct	Writing in the Classroom	Main Campus Rm 103
	5-Oct	Literacy /Reseach Teaching Data and	Ninth Grade Center
	5-Oct	Statistics	Main Campus
	13-Oct	Small Group Instruction	Main Campus Media Center
	2-Nov	Writing in the Classroom	Main Campus Media Center
	10-Nov	Reviewing your IPDP	Main Campus Media Center
	12-Jan	Writing w/Melba Johnson	Main Campus Media Center
		Writing Follow-up & Instructional Strategies that Engage the Brain	
	25-Jan		Main Campus Media Center
	1-Feb	Thinking Maps & More	Main Campus Media Center
	29-Mar	Teaching Research Skills Instructional Strategies that Engage the Brain	Main Campus Media Center
	5-Apr		Main Campus Media Center

APPENDIX D



ORANGE COUNTY PUBLIC SCHOOLS

P.O. Box 271
32802-0271

Orlando, Florida
407.317.3200

445 W. Amelia Street
32801-1127

June 15, 2006

Dear Parent or Guardian:

This letter serves to inform you that your child **may** be eligible to participate in the **Opportunity Scholarship Program**. This program was created to provide enhanced educational options to parents whose children are assigned to a failing public school to choose a higher performing public school, or to apply state generated funding toward private school tuition.

For the purpose of the Opportunity Scholarship Program, Section 1002.38, Florida Statutes, considers a school as failing if it has received a failing grade twice in a consecutive four-year period.

Your child attends, or is assigned to, a high school that meets this requirement, and you have the opportunity to:

- Remain at your current school. You may continue to have your child attend his or her assigned school. You choose this option because you are satisfied with the school's programs and your child's progress

OR

- Remain at your current school and request tutoring services. Tutoring services are available. These services will be explained to parents at each school.

OR

- Request a higher performing public school within the school district:
There are a number of eligible schools that have available choice transfer seats that also align with the district's Court Order requirements. Please refer to the application on the next page for the list of schools. School bus transportation will be provided.

OR

- Enroll your student in a public school in an adjacent county. (You must provide transportation and the school in that county must have a grade of "C" or higher.)

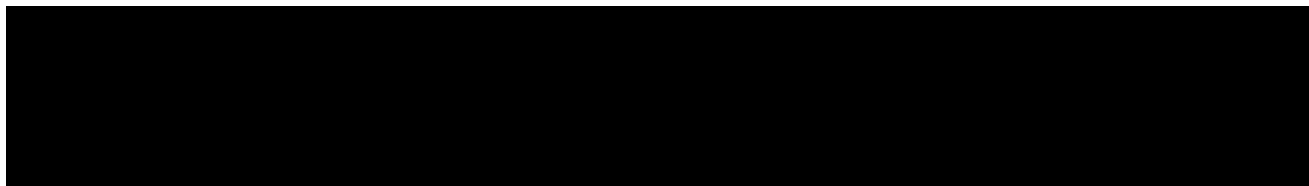
Again, this letter serves to notify you that your child is eligible to participate in the Opportunity Scholarship Program. It is not guaranteed that you will receive an option placement.

Thank you for your interest in and support for your student's education. An application is attached to this letter. You may find out more about your options by contacting School Choice Services at 407-317-3484, visiting the Florida Department of Education's website at <http://www.opportunityschools.org> or contacting the Florida Department of Education at 1-800-447-1636.

Sincerely,

A handwritten signature in black ink that reads "Ronald Blocker".

Ronald Blocker
Superintendent



Do I have to request that my child transfer to another school?

NO! This is a possible choice for parents who may want to request that their child attend another school.

Do I have to request that my child get extra services?

Already your school is providing many concentrated services for all students to achieve. You can request extra services if you feel your child needs more support to be successful.

STEP 1: Read below to understand the *possible* choice options.

OPTION 1: Remain at Your Current School

You may continue to have your child attend his or her assigned school.

You choose this option because you are satisfied with the school's programs and your child's progress.

(If you choose this option you do not need to send in the application form for choice.)

OPTION 2: Remain at Your Current School and Request Tutoring Services

Tutoring services are available. These services will be explained to parents at each school.

Note: Priority of assignment to this choice option is based on grade level (Grades 12, 11, 10) and an FCAT score below 3. It is not guaranteed that you will receive an option placement.

OPTION 3: Request a School Choice Transfer

There are a number of eligible schools that have available choice transfer seats that also align with the district's Court Order requirements. Please refer to the application on the next page for the list of schools. School bus transportation will be provided. If you want this option you should be aware of the distance that the school is from your residence and the access factors you may have with emergencies, etc. (Call your school to find out location distances.)

Note: Priority of assignment to this choice option is based on grade level (Grades 12, 11, 10) and an FCAT score below 3. It is not guaranteed that you will receive an option placement.

OPTION 4: Enroll your student in a public school in an adjacent county. You must provide transportation and the school in that county must have a grade of "C" or higher.

OTHER OPTIONS: Refer to the back page of this notice for other transfer choices that are provided by Orange County Public Schools.

Where can I get more information?

If you need more explanation:

Call your school to find out about the choice options. Your school will also share with you the many services and efforts being provided at your school for student success.

Visit our website: www.ocps.net and select the Parent Page for information on schools.

**STEP 2: Fill in this application if you want Options 2, 3, or 4.
Submit as directed below.**

2006-2007 OPPORTUNITY SCHOLARSHIP APPLICATION

Please read this application carefully, complete each section and indicate your choice between the two options listed below. The deadline for returning this form is July 1, 2006. **PLEASE PRINT**

Current School: _____	Current 2005-06 Grade Level: _____
Student's Last Name: _____	First Name: _____
Student's Birth Date: Month: _____	Day: _____ Year: _____
Parent(s) Last Name: _____	First Name: _____
Home Address: Street # and Name: _____ (Apt. #: _____)	
City: _____ Zip code: _____	
Telephone Number: Day: _____	Evening: _____
Grade Level for next school year 2006-07: _____	Zoned School for 2006-07: _____

Rank your order of choice in this column: 1 st , 2 nd or 3 rd	Choose your options by marking the column in front of the option.
Priority : _____	TUTORING SERVICES: I would like to continue to have my student attend his or her zoned school and am interested in having tutoring services for my child.
Priority : _____	<p>SCHOOL TRANSFER: I would like to request a transfer to one of the Orange County Public Schools listed below. (Please mark a 1 by your first choice, a 2 by your second choice and a 3 by your third choice. Eligible receiving schools have a school grade of "C" or higher. The 2006 school grade is in parentheses after the school name. A new school does not have a grade.)</p> <p>Eligible Receiving Schools: "Vicinity" gives you an idea of where the school is located.</p> <p>North Central Vicinity: ___Robert Hungerford Preparatory School (C) A district magnet high school offering specialized programs in information systems, global business, international culinary and agricultural biotechnology. Along with a traditional academic schedule of courses, students can participate in advanced placement courses and dual enrollment at Valencia Community College. School uniforms are required. No sports are offered. Visit www.hunprep.ocps.net</p> <p>___Winter Park High School (B)</p> <p>West Vicinity: ___Dr. Phillips High School (B)</p> <p>Transportation Information Circle one: <u>I will</u> / <u>I will not</u> need bus transportation for my student to his/her new school.</p> <p>(SPECIAL NOTE: When the school grades and FCAT data are released eligible receiving schools may change. An eligible school other than your choice may be assigned due to number of requests or the transportation plan.)</p>
Priority : _____	I will enroll my student in a public school in an adjacent county. (You must provide transportation and the school must have a grade of "C" or higher.)

SUBMIT: Now or by July 1, 2006. Mail or deliver this completed form to Pupil Assignment, Orange County Public Schools. Address:
Office of Pupil Assignment, 445 West Amelia Street, Orlando, Florida 32801 (Phone: 407-317-3233)
You will be notified by mail regarding the choice that may be provided to you.

Other choices available to you include:

- The McKay Scholarship if your child is in Exceptional Education (transportation provided):
Call 407-317-3312.
- Choice of home education: Call 407-317-3314
- Application to a charter school:
Legacy Charter School: 407-656-4673 (Grade 9 for 2005)
Workforce Advantage Academy: 407-898-7228 (Grades 11 – 12)
- Choice to request approval of a transfer to a school (transportation not provided).
(Parent letter sent in January to all parents with deadlines in March.)
Call 407-317-3233.
- Choice to attend a magnet school program.
Call 407-317-3484.
- Choice to attend a private school at your cost and transportation.

Visit our website: www.ocps.net

Select the Parent's Page to view information on transfers, magnets and charter schools.



Orange County Public Schools
P. O. Box 271
Orlando, Florida 32802



The Orange County School Board is an equal opportunity agency.