

# ASSISTANCE *plus*

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

	Requirements	Current Status
1	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>School Restructure Plan: Change the grade configuration of the school and the programs offered.</i></b></p>	<p>Jones High School will be restructured with magnet/academies programs that are <b><u>open to all students</u></b>. The magnets will be renamed adding “The College of. . .” as a part of the name. There will be a two-tier approach that will gear students to careers at the entry level workforce and entry into colleges or universities. The academic plans for the magnet programs will:</p> <ul style="list-style-type: none"> <li>▪ Enhance and produce a more rigorous curriculum that will encourage students to select or stay at Jones High School</li> <li>▪ Increase the number of students who are exposed to and accepted into “The College” programs at Jones High School</li> <li>▪ Focus on each individual student at the school. Each student will meet with his/her counselor and produce an individual academic and career plan that will assist in monitoring his/her academic progress.</li> <li>▪ Provide ninth grade students with a counselor assigned to that grade.</li> <li>▪ Provide academies/magnets through the Colleges that are designed to address high interest, great career opportunities, and the support from the local businesses. There is a strong relationship with local businesses and the University of Florida. Opportunities will be there for all students who attend Jones High School.</li> </ul> <p>Each program of study will be layered with two tiers that will house a program within a program. For example, the “College of Medical Arts Magnet” will offer programs such as EMT/Firefighter, nursing aids and medical arts. The “College of IT and Finance” will be tightly aligned with relevant academic, employment, and workplace standards. The skills students learn in these classes will prepare them for a future</p>

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		<p>in information technology. Students will have a chance to earn college credit while still in high school through Tech Prep. The College of IT and Finance will also offer a culinary arts program that will allow not only mainstream and advance placement students with a chance to excel, but provide exceptional education students a chance to expand their intellectual capabilities.</p> <p>Jones will continue with current grade configuration, adding programs like high interest career programs for students who choose follow the school-to-work path.</p> <p>Program new to the school will be the Middle Years IB program which will begin in Fall 2007; however, teachers will begin the training for such program earlier. There will be a Performing Arts program at Jones in 2008.</p>
2	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Implement a schoolwide reform model for ALL students.</i></b></p>	<p>Status: Wall-to-Wall Academies (Every student at the school will be scheduled into an academy.)</p> <p>The school will in essence have <b>wall-to-wall academies</b> with a different name. All present and future programs and curriculum of the College of Excellence will be used as a basis to prepare all students for careers. This will be done through the tiered approach where students will have hands-on experiences for immediate employment or through honors, dual enrollment, or advancement placement courses for preparation of colleges or universities. All of this is done so that we prepare students to become lifelong learners.</p>
3	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Implement and align schoolwide reform model in feeder schools</i></b></p>	<p>There are programs in place for the all feeder schools to include the Middle Grades IB program, SpringBoard, and AVID. Every feeder school has a comprehensive plan to include approaches in working with the advanced, average and below average students. Feeders have adopted and implemented the State's Continuous Improvement Models (CIM), which is appropriate for all students.</p> <p>Common in our middle schools: All level one readers are taking an additional reading class that uses intensive research-based reading programs, and Level 1 math students are taking an additional mathematics class to supplement their learning. All students will have career exploration/orientation through their social studies classes.</p> <p>The following interventions were in place for Lee, Howard, Memorial and Carver Middle schools which feed into Jones and will be continued during the 2006-2007 school year.</p>

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		<p>*Reading teachers are working in small groups with students.</p> <p>*Corrective Reading is used for all Level 1 students.</p> <p>*Tutoring is offered after school and in some cases on Saturdays.</p> <p>*Training for teachers will continue to be provided in reading and writing.</p> <p>*School-wide writing prompts were also implemented and graded on site for monitoring and remediation.</p> <p>*The Middle Years IB Program is being added for next year at Lee, Carver and Memorial, and AVID at Lee and Howard will serve students for a second year.</p> <p>*All Level 1 students were provided reading instruction through Corrective Reading and the Read XL program.</p> <p>*Individualized instruction was provided through SuccessMaker.</p> <p>To ensure that <b>all middle school students</b> are prepared for high school and that there is consistency throughout the district in our middle schools, the “League of Educational Excellence: Innovative Middle Schools Leading the Way” was established. The vision the “League of Educational Excellence: Innovative Middle Schools Leading the Way” is that all middle schools are committed to educational excellence to include but not limited to: Rigor, Peer interaction, Social and self-actualization development and Increased high school credit earning courses. The commitment unites all middle schools in a framework of best practices for consistency and continuous improvement.</p>
4	<p><b><u>SBE Approved 4.18.06:</u></b>  <b><i>Local school board-approved funding for schoolwide interventions to each individual F school</i></b></p>	<p>Board approved funding for repeating F schools in 2004. Additional funding will be provided for the 2006-2007 School Year. The cumulative funding provided the following: remedial reading teachers (4), remedial mathematics teachers (4), a business manager, an additional counselor for the 9<sup>th</sup> grade, training in reading in the content area, writing, SpringBoard, and AVID.</p>

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<p>5</p>	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><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></b></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>Jones 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> <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. Jones 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. Jones' 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 Jones staff and teachers regarding student progress, and even to schedule family vacations around Jones' 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>
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6	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Extended learning program with transportation</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>Districts must document extent of participation</i></b></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 7<sup>th</sup> period day for 9<sup>th</sup> and 10<sup>th</sup> grade students</p>
7	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>District Community Assessment Team – FLDOE, Parent, Business, Educator, Community Member, Local Government representation</i></b></p>	<p>There is a community oversight committee and a DOE representative (Pat Faircloth) was in attendance to some of those meetings for the 2005-2006 school year. We will continue this oversight adding the DOE representation and a local Government representation as members.</p>
8	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>Schoolwide staff development</i></b></p>	<p>We will continue to require attendance to schoolwide staff development in reading, writing, and mathematics. Science training will be included. 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. (See 2005-2006 Calendar attached)</p>
9	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Staff development in reading in the content area</i></b></p>	<p>All teachers will receive staff development in reading in the content area. 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</p>

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		<p>teachers at the school. The coach model will be implemented with fidelity throughout the school year. <b>C</b>reating Independence through <b>S</b>tudent-owned <b>S</b>trategies (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><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>District full-time staff assigned to each school</i></b></p>	<p>A full-time staff member (Assistance Plus Coordinator) will be assigned and housed on-site. This individual will report to the Area Superintendent for the Learning Community who will make regular reports to the Superintendent. The Area Superintendent will occupy an office on the campus where presence from the district office will equate to at least 3 days a week. Other district personnel will continue to provide the 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><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>Identification and hiring of proven educational leaders<sup>1</sup></i></b></p>	<p>All of Jones High School administrative staff members meet the requirement of a proven educational leader. There is a new principal who has proven success in academic achievement. She comes from a Title 1 inner-city school where the school moved a letter grade of D to an A (2006). Previous to that, Dr. Williams was the Senior Administrator for Curriculum and Instruction at the Central Learning Community.</p>
12	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>All instructional staff must reapply for their jobs, and must have evidence of being highly effective.<sup>2</sup></i></b></p>	<p>All instructional staff will reapply for positions at Jones High School and they must show evidence of being highly effective. The following criteria must be met in order to be accepted for employment at Jones:</p> <ul style="list-style-type: none"> <li>• Performance of students' learning gains that show evidence of being highly effective</li> <li>• A limited number of absences for 2005-2006 school year</li> <li>• Effective final assessment</li> <li>• Vision aligned with the mission of the school</li> <li>• Attendance at all required staff development</li> </ul>

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

<sup>2</sup> 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.

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13	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Differentiated pay (Incentives)</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>Differentiated pay must be provided only to those teachers identified as highly effective.<sup>3</sup></i></b></p>	<p>Approved in 2004 (see the 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><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Performance Pay Plan</i></b></p>	<p>Teacher Performance Pay is included in the Incentive Plan for Repeating F Schools. An additional \$1,000 is paid specifically for teachers making learning gains--Approved in 2004 (Plan attached). We currently have a performance pay plan for all teachers. It is to identify outstanding teacher performance in order to reward teachers for quality instruction that produces increased student achievement. The participants in the program are committed to supporting school-based school improvement through classroom instruction that produces outstanding student performance based on an annual assessment of learning gains.</p> <p>The performance pay for administrators was adopted in 2002. It will be modified this year for principals at F schools. Currently principals and assistant principals at F schools get incentive dollars.</p>
15	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Dedicated district school safety and attendance personnel</i></b></p>	<p>Currently there is a School Resource Officer (SRO), cameras, and security worker on the campus for safety. The Student Assistance Family Empowerment Coordinator (SAFE) is also present on campus. A full-time social worker is assigned to Jones High School and a part-time social worker assists with the attendance including truancy, referral for social services, home visits, emergency needs and working with exceptional education referrals.</p>

<sup>3</sup> 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.

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16	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>Fully staffed entire school-year</i></b></p>	<p>We will commit to being fully staffed the entire school year.</p>
17	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>District provides on-site reading coaches</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><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></b></p> <p><b><i>All reading coaches must be approved by the Department.</i></b></p>	<p>We will comply with the requirement by providing a reading coach for each grade level.</p>
18	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>District provides on-site math coaches</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>District provides one math coach per grade level at each repeating F school; however, schools with a student population of less than</i></b></p>	<p>We will comply with the requirement by providing a math coach for each grade level.</p>

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	<p><b>500 are required to have one math coach for the entire school.</b></p> <p><b>All math coaches must be approved by the Department.</b></p>	
19	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b>For Level 1 students and 11<sup>th</sup> and 12<sup>th</sup> grade students required to retake the FCAT, intensive reading taught by reading endorsed teachers.</b></p>	<p>All intensive reading teachers will be fully endorsed or in the process of completing endorsement. Endorsement training will be provided on Jones High School campus.</p>
20	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b>For Level 1 students and 11<sup>th</sup> and 12<sup>th</sup> grade students required to retake the FCAT, intensive mathematics taught by top performing mathematics teachers.<sup>4</sup></b></p>	<p>All teachers of the Intensive Math classes will be taught by top performing mathematics teachers.</p>
21	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b>Extended Day Credit Recovery Program</b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b>Transportation must be provided and district must report percent of</b></p>	<p>Extended Day Program will be offered to all students needing support. We will institute a required 7<sup>th</sup> period day for 9<sup>th</sup> and 10<sup>th</sup> grade students. This program will provide opportunities for credit retrieval, tutorial support, intensive remediation, and developmental high school services. Transportation will be provided.</p>

<sup>4</sup> 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.

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	<p><i>eligible students participating and success rate.</i></p>	
<p style="text-align: center;"><b>22</b></p>	<p><b><u>Current law:</u></b></p> <p><b><i>Choice for all students to transfer to two or more schools performing at grade level C or above, with transportation provided</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>District must document outreach to parents regarding this choice option.</i></b></p>	<p>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 attachment)</p>
<p style="text-align: center;"><b>23</b></p>	<p><b><u>SBE Approved 6.20.06:</u></b></p> <p><b><i>Support school with Title I Funds, in accordance with applicable federal laws</i></b></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>
<p style="text-align: center;"><b>24</b></p>	<p><b><u>SBE Approved 6.20.06:</u></b></p> <p><b><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></b></p>	<p>Funding will be allocated to provide tutorial services for students in need of support. A bank of teachers (identified as highly qualified and competent) will be established. These teachers will receive a contract compliance stipend. <b>Students will be provided more tutorial sessions than the limited number of sessions the SES providers could offer.</b></p>

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25	<b><u>SBE Approved 6.20.06:</u></b> <i>District must document faithful implementation of the approved K-12 Reading Plan.</i>	There will be documentation of faithful implementation of the District's approved K-12 Reading Plan
26	<b><u>SBE Approved 6.20.06:</u></b> <i>District must report to the State Board monthly regarding progress.</i>	The District will make a commitment to monthly reporting.

**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 9<sup>th</sup> and 10<sup>th</sup> grade teachers if their students have achieved learning gains

## **APPENDIX B**

### **Information about the Jones High School Contract**

Jones 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. Jones 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. Jones' 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 Jones staff and teachers regarding student progress, and even to schedule family vacations around Jones' 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.

**JONES HIGH SCHOOL**  
**School-Student-Parent Contract**

Jones 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 Jones' 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 9<sup>th</sup> grade student will be assigned a teacher-Advisor to oversee the child's individual needs and progress within the school. No child at Jones 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 Jones 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: \_\_\_\_\_

**JONES HIGH SCHOOL  
School-Student-Parent Contract**

Jones 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 Jones 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 Jones' 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 Jones' 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 Jones 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: \_\_\_\_\_

**JONES HIGH SCHOOL**  
**School-Student-Parent Contract**

Jones 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 Jones 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 Jones' 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 Jones' 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

### Jones High School Schoolwide Staff Development Calendar 2005-2006

#### **August:**

- 15-17 CIM Training
- 23 - Prewitt staff development: Intro.  
Write for the Future
- 25 - Write to the Future Training
- 26 - Write to the Future Training
- 29 - Write to the Future Training
- 30 - Write to the Future Training  
Academy of Reading Training

#### **September:**

- 8 - Vertical Teams
- 10 Thinking Maps
- 12 - Data Analysis (individual teacher  
/student FCAT Data)
- 15 - Vertical Teams Math
- 16 - Writing Team Training
- 17- Writing Team Training
- 19- Data Analysis
- 22- Reading Endorsement Class
- 26 - Thinking Map Training
- 27 - Thinking Map Training
- 29 - Overview of Thinking Maps

#### **October:**

- 4 - Write for the Future Training
- 5 - Write for the Future Training
- 6 - Cornell Note Taking Training
- 18 - Thinking Maps Training
- 27 - Math Coach Meeting
- 28 - FCAT Writing Rubric Score Training

#### **November:**

- 9 - FCAT Scoring Writing
- 29 - Staff Development Follow up
- 30 - Family Math and Reading Night

#### **December:**

- 1 - Guy Kinney Writing Training
- 14 - Reading Coach Training

#### **January:**

- 10 - Write for the Future Training
- 17 - Training on Outlook
- 20 - FCAT Simulation Reading
- 21 - FCAT Writing Blitz
- 23-24 AP Simulation Test
- 25 - FCAT Simulation Math
- 26 - Family Math and Reading Night
- 27 - FCAT Reading Blitz  
Academy of Reading Training

#### **February:**

- 1 - CIM Training
- 3 - FCAT Math Blitz
- 6 - FCAT Writing Blitz
- 14 - Dakers staff development

#### **April:**

- 11 - Staff Development Review  
of FCAT trainings

#### **May:**

- 4 - AVID Training  
ACT Course all month

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](http://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 <sup>st</sup> , 2 <sup>nd</sup> or 3 <sup>rd</sup>	<b>Choose your options by marking the column in front of the option.</b>
Priority : _____	<b>TUTORING SERVICES:</b> 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><b>SCHOOL TRANSFER:</b> 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 <a href="http://www.hunprep.ocps.net">www.hunprep.ocps.net</a></p> <p>___Winter Park High School (B)</p> <p>West Vicinity: ___Dr. Phillips High School (B)</p> <p>Transportation Information <b>Circle one:</b> <u>I will</u> / <u>I will not</u> need bus transportation for my student to his/her new school.</p> <p><b>(SPECIAL NOTE:</b> 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 : _____	<b>I will enroll my student in a public school in an adjacent county.</b> (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](http://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.

