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

Draft

	Requirements	Current Status
1	<p><u>SBE Approved 4.18.06:</u></p> <p><i>School Restructure Plan: Change the grade configuration of the school and the programs offered.</i></p>	<p>Jones High School will be restructured with magnet/academies programs that are open to all students beginning the 2006-2007 school year. Also new this year, our ninth grade students will be placed on academic teams. They will be located in a separate part of the academic building and will be clustered in separate teams with the following teachers: reading (intensive or regular), language arts, math, intensive math, science and social studies. Beginning this year, 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. For the 2006-2007 school year, the academic plans for the magnet/academies programs will:</p> <ul style="list-style-type: none"> ▪ Enhance and produce a more rigorous curriculum that will encourage students to select or stay at Jones High School ▪ Increase the number of students who are exposed to and accepted into "The College" programs at Jones High School ▪ 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. ▪ Provide ninth grade students with a counselor assigned to that grade. ▪ 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.

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		<p>Beginning this school year, 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 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 to 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> <p>■ --indicates programs/offering new to Jones for the 2006-2007 school year.)</p>
2	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Implement a schoolwide reform model for ALL students.</i></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 wall-to-wall academies 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><u>SBE Approved 5.14.06:</u></p> <p><i>Implement and align schoolwide reform model in feeder schools</i></p>	<p>There are programs in place for the all feeder schools to include the Middle Grades IB program, SpringBoard, and AVID. This is a district’s effort to ensure alignment of the high schools to feeders. 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</p>

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		<p>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> <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 all middle school students 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 “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>
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4	<p><u>SBE Approved 4.18.06:</u> Local school board-approved funding for schoolwide interventions to each individual F school</p>	<p>Board approved funding for repeating F schools in 2004. Additional funding will be provided for the 2006-2007 School Year. These funds are not provided to other schools. Funding will be provided for additional math and reading coaches. The cumulative funding provided the following: remedial reading teachers (4), remedial mathematics teachers (4), a business manager, an additional counselor for the 9th grade, training in reading in the content area, writing, SpringBoard, and AVID. A science coach will be provided to assist with the instruction in science since 65% of the students scored below 3 on FCAT Science.</p> <p>Jones High School's original budget is \$6,627,499. The supplemental budget of \$3,697,261 is in excess of the original budget and is used to acquire interventions and additional support. (See tentative budget attached – comparative supplemental budget of Jones High and other general HS budgets)</p>
5	<p><u>SBE Approved 5.14.06:</u> School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs</p> <p><u>Amended 6.20.06 to include:</u></p> <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>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</p>

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		<p>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. (See attached contract)</p>
6	<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>Students in 11th-12th grades who have not passed the FCAT will receive credit recovery (Compass Learning) and after school tutoring with transportation.</p>
7	<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>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><u>SBE Approved 4.18.06:</u></p> <p><i>Schoolwide staff development</i></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</p>

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		<p>coaching network focused on student achievement. District will continue to provide structured professional trainings in reading, mathematics, writing and science. The Curriculum and Professional Development Departments are currently identifying dates for district-wide training for the 2006-2007 school year. Specific training dates for Jones and Evans have not been developed. Some training will take place during the summer of 2006. Other training will be offered on Saturdays in early fall. Arrangements will be made for on-site professional development resources provided by the district Professional Development Department, specifically for training unique to Jones.</p> <p>Specific <u>Career Teachers</u> will be involved in trainings and conferences regarding career academies. They will visit schools that offer similar programs in the state for information, ideas and curriculum development.</p> <p><u>Reading Coaches and Teachers</u> Will receive Reading in the Content Areas. Coaches will receive the train-the-trainer model. All will be trained in <i>READ 180</i> and <i>Corrective Reading</i>. Specifically for teachers of ESE and ESOL students, teachers will be trained in <i>Fast ForWord</i>. <i>SpringBoard</i> training will be provided for all reading teachers and coaches (July 2006) CRreating Independence through Student-owned Strategies (CRISS) will also be offered to our coaches and teachers at Jones High School.</p> <p><u>Language Arts Teachers</u> All language art teachers will be trained in Reading in the Content Area and content area writing.</p> <p><u>Math Coaches and Math Teachers</u> Will receive training for <i>Algebra 24/7: Algebra for All</i> and other math in-services for math instructors. They will also receive training in Reading in the Content Area and Writing in the Content Area. <i>SpringBoard</i> training will be provided for all math teachers and coaches (July 2006).</p> <p><u>Core Trainings</u> Reading in the Content Area Writing in the Content Area Differentiated Instruction Continuous Improvement Model Training Strategies for ESOL Strategies for ESE SpringBoard</p> <p><u>Administrator Trainings</u></p>
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		<p>Classroom Walkthrough Training Reading in the Content Area Writing in the Content Area Progress Monitoring (Ongoing) Differentiated Learning</p> <p>(See 2006-2007 Calendar attached)</p> <p>We also build our training based on a gap analysis of teachers hired at the school. There are some training that will be required for teachers to work at Jones.</p>
<p style="text-align: center;">9</p>	<p><u>SBE Approved 5.14.06:</u> <i>Staff development in reading in the content area</i></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 teachers at the school. The coach model will be implemented with fidelity throughout the school year.</p> <p>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> <p><u>Reading Coaches and Teachers</u> Coaches will receive the train-the-trainer model of Reading in the Content Area and will train all teachers on the campus.</p> <p>CRreating Independence through Student-owned Strategies (CRISS) will also be offered to our coaches and teachers at Jones High School. SpringBoard will also help with the content area reading.</p> <p><u>Core Trainings for Other Subject Area Teachers</u> Reading in the Content Area Writing in the Content Area SpringBoard</p> <p>(See attached calendar)</p>
<p style="text-align: center;">10</p>	<p><u>SBE Approved 5.14.06:</u> <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 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</p>

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		<p>support that they have previously provided with contact with the Assistance Plus Coordinator, the Executive Area Director, and the Area Superintendent for continuity.</p>
<p>11</p>	<p><u>SBE Approved 4.18.06:</u> <i>Identification and hiring of proven educational leaders¹</i></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 (Robinswood Middle) where the school moved a letter grade of D to an A (2006). This principal took over the school when it was a B, and she worked diligently and sustained the standards at the school for student achievement. With a number of initiatives and hard work she and the staff were moved the school to an A in 2006. During Dr. Williams' term at Robinswood Middle School, the students meeting high standards in reading increased by 38%, moving from 39% to 54%. The phenomenon continued in mathematics; there was a 17% increase, moving from 41% in 2003-2004 to 48% in 2005-2006. Even though there was an increase in the standards in writing, there was only a 2% decrease in writing during the principals' reign. However, the striking occurrences of improvement did not falter when we included the students in the general population of regular education, ESE and ESOL students. There was a 16% gain in students making learning gains in reading. In mathematics, there was a 10% gain in students making learning gains. There was a 23% gain in students in the lowest 25% category making learning gains. With the constant increases with all students in reading and mathematics, it is obvious that this principal knows how to move and influence all students and has a firm background in curriculum and instruction. This all took place in a school where the mobility rate ranged from 94-96% and free and reduce-priced lunch ranged from 67-83%. Previous to her experience at Robinswood, Dr. Williams was the Senior Administrator for Curriculum and Instruction at the Central Learning Community.</p>

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

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12	<p><u>SBE Approved 5.14.06:</u></p> <p><i>All instructional staff must reapply for their jobs, and must have evidence of being highly effective.²</i></p>	<p>All instructional staff will reapply for positions at Jones High School and they must show evidence of being highly effective</p> <p>(1) We believe that the criteria for rehiring are powerful enough to move the school out of the F and D status:</p> <ul style="list-style-type: none"> • Teacher performance yielding 60% learning gains • Rating on the teachers final assessment of effective (E or ER) • Vision aligned with the mission of the school based on individual interviews • Good Attendance to school • Attendance at all required faculty staff development <p>(2) Thirty-three (33) percent of the teachers have been replaced. Teachers not rehired are as follows: Rhonda Baker – Exceptional Ed. Brian Barrington – Exceptional Ed. Alyson Boger- English 6-12 Wendy Churchville - ESOL Michael Costa – Social Studies Sonja Culver – Reading Robin Dakers – Science Donnalla Desue – Social Studies Alfreda Gary – Reading Sugar Ray Grier- Guidance Lorraine Hausholder – Literacy Coach David Horne- Math Mustafa Joujaber – Math Laverne Lester- ESE Holly Maier – Math Carol McCrea- Media Specialist Norma Penaflor- Spanish Andrelle Pierre – ESOL Fanny Reinoso- ESOL Cheryl Soriano – Reading Ernest Touze – Business Ed. Willie Washington – Science Kenya Webb—SLD</p> <p>(3 and 4) List of teachers hired at Jones High</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Staff</u></th> <th style="text-align: left;"><u>Assignment</u></th> <th style="text-align: left;"><u>Certification</u></th> </tr> </thead> <tbody> <tr> <td>Joanne Bell</td> <td>Math</td> <td>Math 6-9</td> </tr> <tr> <td>Judith Berne</td> <td>Reading</td> <td>Lang. Arts 6-12</td> </tr> <tr> <td>Antonio Blasini</td> <td>Math</td> <td>Math 6-12</td> </tr> <tr> <td>Demetrius Boney</td> <td>ESE</td> <td>VE K-12</td> </tr> <tr> <td>Carman Booker</td> <td>Social Studies</td> <td>Social Studies 5-9</td> </tr> </tbody> </table>	<u>Staff</u>	<u>Assignment</u>	<u>Certification</u>	Joanne Bell	Math	Math 6-9	Judith Berne	Reading	Lang. Arts 6-12	Antonio Blasini	Math	Math 6-12	Demetrius Boney	ESE	VE K-12	Carman Booker	Social Studies	Social Studies 5-9
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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.

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	Margaret Booth	Math	Math 6-12
	John Bramblett	Lang. Arts	Lang. Arts 6-12
	Geraldine Brooks	Social Stud.	Social Stud.6-12
	Hugh Broomes	Lang. Arts	Lang. Arts 6-12
	Kristi Brown	Reading	Social Studies 5-9
	Michelle Brown	Reading	Integ. Curriculum
	Barbara Burns	Math	Math 6-12
	Gerald Carrero-Santana	Business	Business 6-12
	Ricardo Chevere	Forgn. Language	Spanish
	Tracy Clark-Bass	ESE	VE K-12
	Darlean Coleman	Chorus	Music Appreciation
	Janice Commo	Reading	Lang. Arts. 6-12
	Charles Commo	Social Studies	Soc. Stds. 6-12
	Byron Conover	ROTC	
	Gilbert Laguna	ROTC	
	Michael Cullison	P.E.	PE K-12
	Lizzie Curtis	DCT	Fam. & Cons. Scn.
	Diana Davis	Lang. Arts	Lang. Arts 6-12
	Renee Dubber	Business	Business 6-12
	Kimberly Eastman	Science	Biology/Chemistry
	Frankie Elve	Math	Math 6-12
	Ulunda Frazier	Reading Coach	Lang. Arts 6-12
	Carole Gefvert	Media Specialist	Media Spec. K-12
	Latonya George	Business	Business 6-12
	Desiree Gladieux	Reading	Lang. Arts 6-12
	Gloria Gonzalez	Art	Art K-12
	Jarvis Hall	Business	Business 6-12
	Ansley Hammond	Lang. Arts	Lang. Arts 6-12
	Carlwell Head	Social Stds	Social Stds. 6-12
	Thomas Hudson	Math	Math 6-9
	Johnny Huff	PE	PE K-12
	Denise Hulette	Science	Biology/Chemistry
	Maria Irizarry	ESOL	ESOL
	Sherri Jaques	Lang. Arts	Lang. Arts 6-12
	Nicole Jefferson	Guidance	Guidance
	Frederick Jobson	Science	Chemistry
	Matalyn Johnson	Lang. Arts	Lang. Arts. 6-12
	Zelda Jones	Reading	Lang. Arts 6-12
	Alice Kanel	ESOL	ESOL
	Kelly Flannery	LMS	LMS
	Robin Kirk	Math	Math
	John Kissel	ESE	VE 6-12
	Michelle Leonard – Casey	Science	Biology
	Daphne Lewis	Testing Coord.	Lang. Arts. 6-12
	Franz Minuty	ESOL	ESOL
	Martha Mitchell	Lang. Arts	Lang. Arts 6-12
	Michael Nelson	PE	PE K-12
	Marcia Owens	CRT	ESE, English 6-9
	Brian Patterson	Social Stud.	Social Stud. 6-12
	Wanda Perdue	Science/Athletic Director	
	Allyson Phillips	Lang. Arts	Lang. Arts 6-12
	Djuan Pool	Math	Math 6-9
	Arlene Prewitt	Resource Teacher	Lang. Arts 6-12
	Rufus Redding	Band	Music
	Dana Richardson	ESE	VE 6-12

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		<p>Yohanka Rodriguez Science Ana Sagardia Foreign Language Carolyn Sechrist Social Stud. Karen Shepard ESE Camille Smith Science Jason Spencer Math Kari Sperre Magnet Coord. Guy Swenson Math Coach Annette Thomas Social Studies Stephanie Turner Science Douglas Veit Science Barbara Verity Social Stud. Donnell Washington Math Sonya Watkins Math Mary Louis Well Lang. Arts Mitchell Wells Drama Tia Wheeler Guidance E.L. Williams Placement Special. Lyrae Williams Science Valerie Shelton Vocational Fredericka Wilson ESE Martha Wright Reading Pamela Wring ESE Veronica Yates-Riley Math</p>	<p>Biology Spanish Social Stud. 6-12 V.E. K-12 Biology Math 6-12 ESE Math Psychology Biology Physics Social Stud. 6-12 Math 6-9 Math 6-12 Lang. Arts 6-12 Drama Guidance K-12 V.E. K-12 Biology Vocational Ed. V.E. K-12 Elementary Ed. V.E. K-12 Math 6-12</p>
<p>13</p>	<p><u>SBE Approved 5.14.06:</u> <i>Differentiated pay (Incentives)</i> <u>Amended 6.20.06 to include:</u> <i>Differentiated pay must be provided only to those teachers identified as highly effective.³</i></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>	

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.

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14	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Performance Pay Plan</i></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><u>SBE Approved 5.14.06:</u></p> <p><i>Dedicated district school safety and attendance personnel</i></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>
16	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Fully staffed entire school-year</i></p>	<p>We will commit to being fully staffed the entire school year.</p>
17	<p><u>SBE Approved 4.18.06:</u></p> <p><i>District provides on-site reading coaches</i></p> <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</i></p>	<p>We will comply with the requirement by providing a reading coach for each grade level.</p>

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	<p>one reading coach for the entire school.</p> <p>All reading coaches must be approved by the Department.</p>	
<p style="text-align: center;">18</p>	<p><u>SBE Approved 4.18.06:</u></p> <p>District provides on-site math coaches</p> <p><u>Amended 6.20.06 to include:</u></p> <p>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.</p> <p>All math coaches must be approved by the Department.</p>	<p>We will comply with the requirement by providing a math coach for each grade level.</p>
<p style="text-align: center;">19</p>	<p><u>SBE Approved 5.14.06:</u></p> <p>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive reading taught by reading endorsed teachers.</p>	<p>All intensive reading teachers will be fully endorsed or in the process of completing endorsement. Students in these classes will be in a classroom with a teacher who is fully endorsed or with one who has completed 50% or more competencies. Endorsement training will be provided on Jones High School campus.</p> <p>All Level 1 students and 11th and 12th grade retakes will be enrolled in Intensive Reading Classes. A 110-minutes block of instruction (<i>Read 180</i>) will be offered to these students. These classes will be linked with the Language Art classes the students are required to take. The lowest 25% of ESE and LEP students will be taking <i>Corrective Reading</i> until they have attained enough vocabulary for <i>Academy of Reading</i>. All of these classes will be linked with the <i>SpringBoard</i> curriculum.</p>

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20	<p><u>SBE Approved 5.14.06:</u></p> <p><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></p>	<p>All math Level 1 students and 11th and 12 grade retakers will be enrolled in Intensive Math classes. All teachers of the Intensive Math classes will be taught by top performing mathematics teachers.</p> <p>NCS Learn (<i>SuccessMaker</i>) will be utilized to improve mathematics performance.</p>
21	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Extended Day Credit Recovery Program</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Transportation must be provided and district must report percent of eligible students participating and success rate.</i></p>	<p>Extended Day Program will be offered to all students needing support. We will institute a required 7th period day for all students. This program will provide opportunities for credit retrieval, tutorial support, intensive remediation, and developmental high school services. Transportation will be provided.</p>
22	<p><u>Current law:</u></p> <p><i>Choice for all students to transfer to two or more schools performing at grade level C or above, with transportation</i></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>

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.

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	<p><i>provided</i></p> <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. Included in the attached District supplemental budget (\$3,697,261) would allow the school to support interventions, and resource and classroom allocations (see FY07 Proposed Supplemental Budget).</p> <p>FYI: If the school were to be qualified as Title I, it would, in effect, receive less funding (\$297,000).</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 and competent) will be established. These teachers will receive a contract compliance stipend. Students will be provided twice as many tutorial sessions than they would receive from SES providers. (see FY07 Proposed Supplemental Budget).</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 faithful implementation of the District's approved K-12 Reading Plan</p>

ASSISTANCE *plus*

26	<u>SBE Approved 6.20.06:</u> <i>District must report to the State Board monthly regarding progress.</i>	The District will make a commitment to monthly reporting.
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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 SCHOOLS JONES HIGH SCHOOL FY07 PROPOSED **SUPPLEMENTAL BUDGET**

Supplemental Budget Line Items	Repeating F Schools		OCPS Other HS	
	Positions	Amount	Positions	Amount
Assistance Plus Coordinator	1	\$ 86,233	0	\$
Math Coaches	4	\$ 268,436	1	\$ 67,109 ⁺
Reading Coaches	3	\$ 201,327	1	\$ 67,109
Science Coach	1	\$ 67,109	0	\$
Add 7th Period to School* (Includes 12:1 pupil/teacher ratio for classes for after school tutorial services as well)	11	\$ 601,524	0	\$
Life Skills Contracted Program*		\$1,200,000		\$
Recruitment & Retention Incentives		\$ 510,000		\$
Social Worker	1	\$ 50,828	0	\$
9th Grade Counselor	1	\$ 60,285	0	\$
Interventions: Reading and Math				
Spring Board Kits-Math*		\$ 50,000		\$
Spring Board Kits-Reading*		\$ 25,000		\$
NCS Learn, Fast ForWord, Write Score*		\$ 75,000		\$
Professional Development Stipends		\$ 25,000		\$
Resource Teachers*	2	\$ 134,218	0	\$
Business Manager	1	\$ 83,369	0	\$
Transportation for 7th period*		\$ 200,000		\$
Additional Summer School Allocations*	6	\$ 33,488	0	\$
Permanent Substitute*	1	\$ 25,444	0	\$
Other Categories	0		0	
Grand Total		\$3,697,261		\$ 134,218

*-Funded from SAI

⁺ Oak Ridge – D Graded School

APPENDIX B



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 C

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 9th 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. **Every student will be given an opportunity to participate in the "Colleges;" whereby, they will be able to focus on their respective needs. Students in certain magnet or career focused classes will be well-prepared for future endeavors.**

We promise to communicate every four weeks with parents about their child's progress. We will mail home written academic Progress Reports to every student every four weeks. We will respectfully work with parents, seeking their input and problem-solving with them to serve students more effectively.

The academic interventions provided for every student include the following:

- The school day will be extended for every student at Jones High School an extra academic period. Jones will have a 7th period day as opposed to a six period day in other high schools.
- Additional after school programs will be assigned to students who are level one and need tutoring in reading, math and science.
- Students who need extra time to make up credits for graduation will be given extended learning time after the seven period day.
- Students in 11th and 12th grades who have not passed the FCAT will receive after school tutoring in the appropriate subjects by certified teachers.
- All students assigned to extended learning time will be provided transportation.

All parents will be informed of their student's needs and successes promptly and fully. Specifically each student will receive a personalized success plan outlining interventions particular to the students needs.

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 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 D

Jones High School Staff Development Chart 2006-2007

Meeting High Standards in Reading	Making Learning Gains in Reading	Lowest 25% Making Learning Gains in Reading	Meeting High Standards in Writing	Meeting High Standards in Math	Making Learning Gains in Math
14 %	37%	46%	67%	41%	61%
Springboard Training, Reading , ESE & ESOL) Targeted FCAT Achievement Level 1-5 Dates: July 10-14	Write Score Training (Reading) Targeted FCAT Achievement Levels 1 Date: August 4	Read 180 Training (ESE & ESOL) Emily Khayat: Read 180 Consultant Dates: July 27, August 18, Oct, 13	Write Score Training (Reading/ESOL/ESE) Targeted FCAT Achievement Levels 1 and 2 Date: August 4	Springboard Training, (Math) Targeted FCAT Achievement Levels 1-5 Dates: July 10-14	Springboard Training, (Math) Targeted FCAT Achievement Levels 1 and 2 Dates: July 10-14
Reading Endorsement Class (Reading/ESOL/ESE) Date: September 20	Read 180 Training (ESE & ESOL) Emily Khayat: Read 180 Consultant Targeted FCAT Achievement Level 1 Dates: July 27, August 18, Oct, 13	Fast ForWord Training (Reading ESE/ESOL) Ann Barber: Implementation Consultant Targeted FCAT Achievement Levels 1 and 2 Dates: July 28, August 16, October 10, November 8 December 6 & April 11	Effective Lesson Planning (Reading/ESE/ESOL) Literacy Coaches Targeted FCAT Achievement Levels 1 and 2 Date: August 9	Effective Lesson Planning (Reading/ESE/ESOL) Literacy Coaches Date: August 9	Math Training (24/7 & Intensive Math) Guy Swenson Targeted FCAT Achievement Levels 1 and 2 Date: July 27
Mock FCAT Reading Testing Targeted FCAT Achievement Levels 1 and 2 Date: January 8	Reading in the Content Area: Kenyatta Graves: National Springboard Trainer (Reading) Targeted FCAT Achievement Levels 1 and 2 Date: August 12	Effective Lesson Planning (Reading/ESE/ESOL) Literacy Coaches Date: August 9	Data Analysis Overview Individual Teacher Data Conference Dates: September 7, October 20, November 10, December 12, January 18, February 17	Springboard Overview Targeted FCAT Achievement Levels 1 -5 Date: July 27	Academy of Math Training Targeted FCAT Achievement Levels 1 and 2 Date: August 1

Meeting High Standards in Reading	Making Learning Gains in Reading	Lowest 25% Making Learning Gains in Reading	Meeting High Standards in Writing	Meeting High Standards in Math	Making Learning Gains in Math
14 %	37%	46%	67%	41%	61%
Mock FCAT Data Reading Analysis (Individual Teacher/Student Data) Targeted FCAT Achievement Levels 1 and 2 Date: February 7	Reading Endorsement Class Begins (Reading/ESOL/ESE) Targeted FCAT Achievement Levels 1 and 2 Date: September 20	Reading Endorsement Class Begins (Reading/ESOL/ESE) Targeted FCAT Achievement Levels 1 and 2 Date: September 20	College Board AP Training Date: August 18	Math Training (24/7 & Intensive Math) Guy Swenson Targeted FCAT Achievement Levels 1 and 2 Date: July 27	NCS Learn: Success Maker (Math) Targeted FCAT Achievement Levels 1 and 2 Date: August 11
Data Assessment Training Mark Schroeder: Data Consultant Date: July 10	Mock FCAT Reading Testing Date: January 8	Mock FCAT Reading Testing Targeted FCAT Achievement Levels 1 and 2 Date: January	Data Assessment Training Mark Schroeder: Data Consultant Targeted FCAT Achievement Levels 1-5 Date: July 10	Mock FCAT Math Testing Date: January 9	Mock FCAT Math Testing Date: January 9
College Board AP Training Date: August 18	Mock FCAT Data Reading Analysis (Individual Teacher/Student Data) Date: February 7	Mock FCAT Data Reading Analysis (Individual Teacher/Student Data) Date: February 7	ESE & ESOL Learning Strategies for Content Area Teachers Date: November 15	Mock FCAT Data Analysis Math (Individual Teacher/Student Data) Date: February 7	Mock FCAT Data Analysis Math (Individual Teacher/Student Data) Date: February 7
Post FACT Instructional Momentum (Projects, Research and Oral Presentation) Literacy Council Targeted FCAT Achievement Levels 1-5 Date: April 3	Post FACT Instructional Momentum (Projects, Research and Oral Presentation) Literacy Council Date: April 3	Post FACT Instructional Momentum (Projects, Research and Oral Presentation) Literacy Council Date: April 3	Post FACT Instructional Momentum (Projects, Research and Oral Presentation) Literacy Council Date: April 3	Post FACT Instructional Momentum (Projects, Research and Oral Presentation) Literacy Council Date: April 3	Post FACT Instructional Momentum (Projects, Research and Oral Presentation) Literacy Council Date: April 3
Data Analysis Overview Individual Teacher Data Conference Dates: September 7, October 20, November_10, December 12, January 18, February 17	Data Analysis Overview Individual Teacher Data Conference Dates: September 7, October 20, November_10, December 12, January 18, February 17	Data Analysis Overview Individual Teacher Data Conference Dates: September 7, October 20, November_10, December 12, January 18, February 17	ESE & ESOL Learning Strategies for Content Area Teachers Targeted FCAT Achievement Levels 1 and 2 Date: November 15	Data Analysis Overview Individual Teacher Data Conference Dates: September 7, October 20, November_10, December 12, January 18, February 17	Data Analysis Overview Individual Teacher Data Conference Dates: September 7, October 20, November_10, December 12, January 18, February 17

Meeting High Standards in Reading	Making Learning Gains in Reading	Lowest 25% Making Learning Gains in Reading	Meeting High Standards in Writing	Meeting High Standards in Math	Making Learning Gains in Math
14 %	37%	46%	67%	41%	61%
ESE & ESOL Learning Strategies for Content Area Teachers Date: November 15	ESE & ESOL Learning Strategies for Content Area Teachers Targeted FCAT Achievement Levels 1-5 Date: November 15	ESE & ESOL Learning Strategies for Content Area Teachers Date: November 15	FCAT Testing Processes & Procedures (Admin Team) Date: February 5	FCAT Testing Processes & Procedures (Admin Team) Date: February 5	ESE & ESOL Learning Strategies for Content Area Teachers Date: November 15

APPENDIX E



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". The signature is written in a cursive style with a large, prominent 'R'.

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) <small>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</small></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:

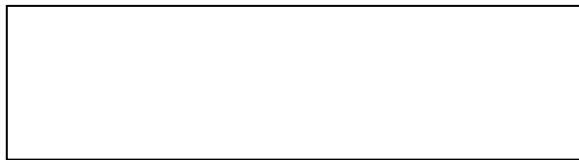
- The McKay Scholarship if your child is in Exceptional Education (transportation provided):
Call 407-317-3312.
- Choice of home education: Call 407-317-3314
- Application to a charter school:
Legacy Charter School: 407-656-4673 (Grade 9 for 2005)
Workforce Advantage Academy: 407-898-7228 (Grades 11 – 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.