Orange County Public Schools

Orange Youth Academy

2018-19 Schoolwide Improvement Plan

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Orange Youth Academy

3150 39TH ST, Orlando, FL 32839

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 7-12	No	0%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	83%

School Grades History

Year	
Grade	

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Tovine, William	Principal
McCray, Ima	Assistant Principal
Lebron, Maribel	Assistant Principal
Merchant, Daniel	Assistant Principal
Webster-Gardiner, David	Assistant Principal

Duties

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

The leadership team is comprised of William Tovine, principal, and four assistant principals: Ima McCray, Maribel Lebron, Daniel Merchant and David Webster-Gardiner. Each assistant principal is assigned to multiple school sites within Alternative Education.

Orange Youth Academy is under the administrative direction of William Tovine and Ima McCray. Teachers, instructional coaches, classified staff and a lead teacher are all members of the school improvement team at Orange Youth Academy.

The Orange Youth Academy school improvement team is comprised of teachers, instructional coaches, classified staff and a lead teacher. Teachers provide rigorous daily instruction based on Florida standards. They also track and guide student progress via formative and summative assessments. Instructional coaches use the Continuous Improvement Model (CIM) to analyze student data, determine needs and assist teachers in implementing interventions and enrichment activities. Classified staff provide support to teachers to ensure that academic programs are effectively implemented. The school improvement team engages in a weekly data cycle meeting with instructional coaches and administrators.

Orange Youth Academy's lead teacher provides data on student SIP goals to the principal’s monthly data meeting. At these monthly meetings, the leadership team evaluates data on reading, math, science, and writing performance for each student including an analysis of strengths and weaknesses. After identifying student areas that need support, an intervention plan is developed to craft instructional methods and target assessments that helps to improve and monitor academic skills. Individual leadership team members monitor the progress of students at their school sites on a

weekly basis while the team as a whole reviews monthly progress toward SIP goals. If interventions are not effective, the team problem solves and develops an amended intervention plan for the student.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	1	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	1	1	2	1	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	1	0	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	0	1	8	19	11	1	0	40

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 7/24/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	1	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	4	2	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	4	3	2	0	11
Level 1 on statewide assessment	0	0	0	0	0	1	1	4	6	4	9	0	0	25

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

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

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	1	0	0	2
One or more suspensions	0	0	0	0	0	0	0	0	0	4	2	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	4	3	2	0	11
Level 1 on statewide assessment	0	0	0	0	0	1	1	4	6	4	9	0	0	25

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

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

Part II: Needs Assessment/Analysis

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

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

The lowest performed data component on the 10th grade FSA ELA was text-based writing. Students are not successfully writing based on the reading of source texts which is essential in mastering this component. Zero percent of students were proficient in this data component. This is a trend among the students at Orange Youth Academy.

Which data component showed the greatest decline from prior year?

Text-Based writing was the component on the 10th grade FSA ELA that showed the greatest decline from the prior year. Students are lacking the skills of responding to grade-level reading via text-based writing. Zero percent of students were proficient in this component. Data from the FSA ELA text based writing component identified that students obtained the lowest points earned/possible by content area for this data component.

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

Text-based writing was the data component on the 10th grade FSA ELA with the biggest gap when compared to the state average. Students scored the lowest points earned/points possible by content area in this data component.

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

Key ideas and details is the data component on the 10th grade FSA ELA that showed the most improvement. This is a trend at Orange Youth Academy. Students were successful in determining themes of a text and analyzing developments over the course of a text based on FSA ELA data. Points earned/possible by content area for this data component increased by 39%.

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

Changes that led to the improvement in this area include standard based instruction based on data, efficient data monitoring, differentiated instruction. One on one instruction was conducted bi-weekly to specifically address key ideas and details. Teachers also participated in after-school tutoring to enhance learning.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	54%	56%	0%	51%	52%
ELA Learning Gains	0%	51%	53%	0%	47%	46%
ELA Lowest 25th Percentile	0%	40%	44%	0%	36%	38%
Math Achievement	0%	49%	51%	0%	40%	43%
Math Learning Gains	0%	44%	48%	0%	51%	39%
Math Lowest 25th Percentile	0%	39%	45%	0%	55%	38%
Science Achievement	0%	66%	67%	0%	66%	65%
Social Studies Achievement	0%	69%	71%	0%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	7	8	9	10	11	12	
Attendance below 90 percent	0 (0)	1 (0)	0 (1)	1 (1)	0 (0)	0 (0)	2 (2)
One or more suspensions	0 (0)	1 (0)	1 (4)	2 (2)	1 (0)	0 (0)	5 (6)
Course failure in ELA or Math	0 (1)	0 (1)	2 (4)	1 (3)	0 (2)	0 (0)	3 (11)
Level 1 on statewide assessment	1 (4)	8 (6)	19 (4)	11 (9)	1 (0)	0 (0)	40 (23)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018					
	2017					
Cohort Comparison						
08	2018					
	2017					

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				
09	2018					
	2017					
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2018					
	2017					
Cohort Comparison						
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2018					
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Increase Student Achievement
Rationale	Seventeen percent (9/57) of students had failing grades in ELA courses due to deficiencies in responding to grade-level reading through writing. These students have difficulties performing well on traditional assessment measures and struggle with the completion of classwork.
Intended Outcome	Utilizing the school's Culturally Responsive School Plan, teachers and staff will develop deeper ties and relationships with students to combat declines in achievement through the more regular use of differentiated instructional approaches to teaching and more targeted academic approaches to learning that support all learners. As a result, we hope to increase student proficiency by 3% in the content area of ELA.
Point Person	Charnetta Starr (charnetta.starr@ocps.net)
Action Step	
Description	All students will demonstrate proficiency in ELA by applying comprehension strategies with understanding narrative and informational text. Through the development of strong relationships with students and families, Orange Youth Academy will provide authentic learning opportunities for all students through relevant instruction that allows students to develop skills through strong curricular and instructional alignment and measured by both traditional and project-based assessments. ELA Teachers and administrators will attend various inquiry-based trainings to focus on grade level strategies and school-wide collaboration to promote student learning.
Person Responsible	Charnetta Starr (charnetta.starr@ocps.net)
Plan to Monitor Effectiveness	
Description	ELA Teachers will meet weekly to review student performance data and to implement research-based instructional strategies to help students improve their level of performance. ELA Teachers will collect data, surveys and testing data to monitor student progress.
Person Responsible	Ima McCray (ima.mccray@ocps.net)

Activity #2	
Title	Proficiency in English/Language Arts
Rationale	Students will demonstrate proficiency in English/Language Arts by reading and responding to complex text using close read and gradual release. These students have difficulties performing well on traditional assessment measures and struggle with the completion of classwork. (Division Priority: Invest in Human Capital)
Intended Outcome	According to the early warning signs data, one of ten students (10%), at Orange Youth Academy achieved a level 3 or higher. The percentage of students scoring a level 3 or above will maintain or increase by 3% with the use of close reads and gradual release strategies.
Point Person	Charnetta Starr (charnetta.starr@ocps.net)
Action Step	
Description	Teachers will continue to attend trainings on close read and share within professional learning communities. Teachers will effectively use the gradual release model as they implement lessons with complex text. The teachers of Orange Youth Academy have been successful in providing whole group and small group instruction to ensure students are making academic gains.
Person Responsible	Charnetta Starr (charnetta.starr@ocps.net)
Plan to Monitor Effectiveness	
Description	Data results from common assessment and independent student work based on complex text will be reviewed during weekly site meetings. Student's growth will be reviewed on a weekly basis by site based team to ensure that students are progressing. Additional data to be collected and analyzed will include formative and summative assessments, state and local assessments, CFE's and EOC's.
Person Responsible	Ima McCray (ima.mccray@ocps.net)

Part IV: Title I Requirements

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

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

Orange Youth Academy builds and sustains partnerships through continuous relationship building activities and community engagement including:

- Partners in Education
- IEP and ELL meetings
- Treatment team meetings
- Transition meetings
- Parent involvement activities

• School Advisory Committee
• Partnerships with host agencies
• Guest speakers
• OCPS Teach-In
• Education advocacy
• Children's Cabinet (organization to support DJJ programs)
• OCPS Expectation Graduation
• Mentorship programs
• Employment opportunities and other vocational services

The activities listed above help build positive relationships with parents by allowing parents to attend cultural, academic and enrichment events offered at Orange Youth Academy. Parents are invited to engage in IEP/ELL meetings, treatment team meetings, transition meetings and other various school functions including open house, parent day and meet the teacher event. When parents are available to view the educational process in motion, they are more apt to invest in the academic success of their student. Parents also feel comfortable in communicating with the school improvement team once they have been acclimated to our environment.

PFEP Link

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

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

The school staff, counselors and teachers work together to identify students that need social and emotional support by partnering with True Core Behavioral and other stakeholders. Some services include but not limited to:
• Mentoring programs, once per month
• Education advocacy, daily support for education advocate
• Counseling referrals, counselor is on site weekly, upon request from students/teachers
• Social Worker referrals, per agency upon student arrival
• Career services, throughout commitment via the education advocate

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

Based on Students' Pupil Progression Plan, counselors advise students on their specific academic course relative to their specific grade level and cohort year. Counselors have designed a course checklist to track course completion which is presented at the onset of student initial enrollment. Weekly academic counseling includes individual and group counseling sessions to discuss graduation requirements that are aligned with Florida State Standards and assessments.

By the time students are in 9th, 10th and 11th grades, counselors provide guidelines and curricula that will enable students to complete individual graduation plans that would successfully prepare them for a seamless transition to relevant employment, further training or post-secondary study by their senior year.

A transition process is in place for students reentering Orange County Public Schools. To help streamline the student's reentry process, the Department of Juvenile Justice and the Department of Education collaborated with school districts DJJ Transition Contacts to develop a statewide DJJ Electronic Educational Exit Plan (EEEP). This plan has been used to help School District DJJ Transition Contacts prepare for DJJ students transitioning from residential commitment programs. These plans are reviewed at community reentry team (CRT) meetings and the school district DJJ Transition Contact to discuss school options with the student, their family, juvenile probation officer, transition counselors, and other members of the student's support team.

For students exiting the district and returning to their home school the transition team meets to review the exit/transition plan to identify needed resources and develop a plan of action. If the “home” school does not appear to be the most appropriate setting for the student’s continuing educational development, the team will identify the most appropriate setting for the student’s continuing educational development.

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

OYA school leadership ensures the success of all students by setting clear goals using evidence-based measurements. These measurements help shape the criteria used to make resource allocation decisions that warrant sustained funding for pedagogical priorities. Since resources are aligned with outcomes, OYA develops an instructional model parallel to the school and district goal, establishing non-negotiable goals for achievement and instruction, as well as organizing resources in a way to support the instructional model and improve student learning.

OYA school leadership coordinates a tutoring program that supports student achievement through collaboration with the district office. Entitlements from the Every Student Succeeds Act (ESSA) such as Title I Part A funding, allows school leadership to invest continuously in improving teacher quality and parental involvement. Title I Part D funded programs allow the hiring of supplemental positions to support the sites through programs such as before/after school tutoring, job training, materials and supplies required. Title II Part A helps fund professional development opportunities for teachers. Wraparound services are also provided to all youth that are adjudicated, awaiting adjudication, or are classified as at-risk/high needs, including homeless services (Title X) under the McKinney-Vento Act. These programs are primarily managed by the administrative team, along with compliance data managers and monitored internally on a weekly basis.

OYA school leadership promotes continuous use of multiple resources to generate ideas for problem-solving opportunities. Products of this process include the development of character education embedded curriculum, project-based learning to pique students’ interests and maximizing academic time to support relevant career learning (i.e. remedial support) to enhance students overall academic performance.
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Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Post-secondary planning begins at the time students are enrolled in school. The school counselor and career coach collaboratively work together to formulate an individual plan to prepare students for a successful transition. Some of the strategies used to advance college and career awareness include the following:

• Facilitate individual and small group sessions to discuss career opportunities and college interests
• Schedule interviews for students with local businesses for employment opportunities
• Arrange college and career visits
• Conduct college and career fairs
• Provide financial aid assistance
• Offer academic guidance
• Connect students with community-based programs for volunteer opportunities

Part V: Budget

Total:	**$0.00**