

Orange County Public Schools

Ocoee High



2021-22 Schoolwide Improvement Plan

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Ocoee High

1925 OCOEE CROWN POINT PKWY, Ocoee, FL 34761

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

Demographics

Principal: Lisa Karcinski

Start Date for this Principal: 7/16/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students Pacific Islander Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (47%) 2016-17: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Ocoee High

1925 OCOEE CROWN POINT PKWY, Ocoee, FL 34761

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Karcinski, Lisa	Principal	Provide the common vision for the use of data-based decision making. Lead Instructional Coaches Supervise CTE College and Career Readiness Social Media/Website Pre-Planning/ Professional Development Evaluations/Budget/Supplements Supervisor Deans/Title IX Safety and Supervision Plan Discipline and Deans
Bergh, Kelsey	Assistant Principal	Supervisor Math Supervisor Guidance Team Guidance Liaison Report Cards/Progress Reports/Transcripts Master Schedule FTE/Accountability Assistant Principal of Instruction FAFSA Super Scholars Graduation Rate Grade Verification Interventions - Math Curriculum Guide Dual Enrollment Scholarships Threat Assessments Post Secondary Planning
Wilson, Demetria	Assistant Principal	Supervisor Science Supervisor ESE Supervisor Art Supervisor Physical Education Covid-19 Field Trips Tutoring SAC Minority Achievement Office Grade Verification - Science / ESE / Art / PE Interventions - Biology Athletics
Jenkins, Amanda	Assistant Principal	Supervisor English Language Arts Supervisor Reading Supervisor over PASS Supervisor ESOL and ESOL Paras Grade Verification - ELA/Reading

Name	Position Title	Job Duties and Responsibilities
		Interventions - ELA 9 and 10 / Reading Attendance College Board Opportunity Scholarship liaison - Khan Academy/College Board Oversees MTSS Tracker and updates
Verhelst-Wagner, Erin	Assistant Principal	Supervisor Social Studies Supervisor World Languages Supervisor - AFJROTC Supervisor - Performing Arts Supervisor- School Clerks Support - Instructional Coaches Interventions - U.S. History Supervisor Digital Curriculum Digital Initiative/Inventory/Textbooks Testing Facilities Grade Verification - Social Studies/Performing Arts/JROTC Media Center SIP
McDonald, Victoria	Instructional Coach	Attend meetings necessary for the efficient operation of the school and curriculum development embedded to classrooms daily Build a working relationship with feeder middle schools to establish effective continuum plan Provide support and resources including intervention, accommodations and strategies to match instructional needs of reading students MTSS Team Model and coach effective literacy instruction techniques Communicate resources and needs to the principal Establish and implement a plan with systematic checkpoints for progress monitoring in reading Khan Academy Intern Assignments Any other duties as assigned by principal
Hadley, Catrece	ELL Compliance Specialist	Attend meetings necessary for the efficient operation of the school and curriculum development Visit classrooms in the department weekly Self initiate and identify research, implementation and communication of best practices in math for the school and classroom needs. Build a working relationship with feeder middle schools to establish effective continuum plan Provide support and resources including intervention, accommodations and strategies to match instructional needs Model and coach effective math related instruction techniques Communicate resources and needs to the principal

Name	Position Title	Job Duties and Responsibilities
		<p>Monitor lowest 25% of math students</p> <p>Assist in the orientation of new teachers to include classroom visitation and regular monthly meetings and individual support</p> <p>ELL Compliance Specialist</p> <p>Any other duties as assigned by principal</p>
Rabieh, Rima	Dean	<p>504 Documentation and Meetings</p> <p>Honor Roll Celebration Coordinator- Each 9 Weeks</p> <p>Take the lead and support district and school student services initiatives</p> <p>Ensure that any Student Services Documentation and/or News that Changes (NEW or outdated information) is communicated to for School Website (prepared for publishing) to change</p> <p>Below 2.0 Student Support Initiative Lead</p> <p>MTSS Student Services Lead Representative</p> <p>Underclassman Cohort Tracker updates (industry certification, test scores, enrollment/withdrawals)</p> <p>Meeting Agenda/Minutes</p>
Grow, Jennifer	Instructional Coach	<p>FSA/ EOC Testing Coordinator</p> <p>New Teacher Mentor Lead</p> <p>Teacher Certification</p> <p>Track and submit inservice records and points for school faculty</p>
Morris, Monique	Dean	<p>Supervise students before and after school, between classes and during lunches according to supervision schedule</p> <p>Provide after school/event supervision according to activity schedule</p> <p>Attend weekly administrative meetings</p> <p>Provide proactive discipline for referrals for students in assigned college</p> <p>Provide coaching for classroom teachers for level 1 infractions as necessary</p> <p>Participate in child study teams as necessary</p> <p>Implement positive behavior plan (CHAMPS) training</p> <p>Process level 4 infractions</p> <p>Any other duties as assigned by administration</p> <p>LOP/Attendance</p> <p>HERO</p> <p>Behavior Incentives</p> <p>Transportation</p> <p>Mentoring</p>
		<p>Member of school administration and crisis intervention team.</p>
Edwards Lee, Cathy		<p>Facilitate development of school safety plan and ensure all staff is trained in all areas required by OCPS. Monitor threat to self and others, conducting re-entry meetings to create student mental health safety plans. Oversee student behavior and develop interventions for improvement.</p> <p>Communicate effectively with students, parents, administration and staff</p>

Name	Position Title	Job Duties and Responsibilities
		regarding student and family concerns. School contact for homelessness, bullying, foster care, substance abuse and LGBTQ programs.
O'Brien, Thomas	Other	Cambridge AICE Diploma Program Advanced Placement Tracking Coaches both Advanced Placement and AICE Program teachers Tracks Industry Certification Any other duties as assigned by Administration Coordinate the ASVAB testing (November) SAT & ACT Contact & Waivers SAT/PSAT/ACT/ASVAB Coordinator PERT Coordinator

Demographic Information

Principal start date

Thursday 7/16/2020, Lisa Karcinski

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

125

Total number of students enrolled at the school

2,448

Identify the number of instructional staff who left the school during the 2020-21 school year.

26

Identify the number of instructional staff who joined the school during the 2021-22 school year.

27

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	2	605	580	536	492	2215
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	185	168	137	96	586
One or more suspensions	0	0	0	0	0	0	0	0	0	1	55	80	55	29	220
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	95	66	158	109	429
Course failure in Math	0	0	0	0	0	0	0	0	0	0	108	158	113	94	473
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	132	173	115	97	517
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	159	178	129	49	516
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	303	369	307	175	1154

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	1	213	242	203	134	793

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	1	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	1	10	7	2	6	26	

Date this data was collected or last updated

Thursday 7/1/2021

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	769	685	653	609	2716
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	374	167	198	223	962
One or more suspensions	0	0	0	0	0	0	0	0	0	0	49	62	52	38	201
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	14	54	33	28	129
Course failure in Math	0	0	0	0	0	0	0	0	0	0	200	176	168	201	745
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	190	173	166	160	689
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	208	195	73	164	640

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	283	302	262	315	1162	

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	3	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	38	38	

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	2	605	580	536	492	2215
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	185	168	137	96	586
One or more suspensions	0	0	0	0	0	0	0	0	0	1	55	80	55	29	220
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	95	66	158	109	429
Course failure in Math	0	0	0	0	0	0	0	0	0	0	108	158	113	94	473
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	132	173	115	97	517
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	1	159	178	129	49	516

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1	213	242	203	134	793

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	1	0	0	0	0	1	
Students retained two or more times	0	0	0	0	0	0	0	0	1	10	7	2	6	26	

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				41%	55%	56%	44%	54%	56%
ELA Learning Gains				40%	53%	51%	45%	51%	53%
ELA Lowest 25th Percentile				33%	40%	42%	34%	40%	44%
Math Achievement				35%	43%	51%	34%	49%	51%
Math Learning Gains				48%	49%	48%	35%	44%	48%
Math Lowest 25th Percentile				48%	46%	45%	34%	39%	45%
Science Achievement				65%	70%	68%	57%	66%	67%
Social Studies Achievement				67%	73%	73%	57%	69%	71%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	41%	52%	-11%	55%	-14%
Cohort Comparison						
10	2021					
	2019	40%	50%	-10%	53%	-13%
Cohort Comparison		-41%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	67%	-2%	67%	-2%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	69%	-3%	70%	-4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	27%	63%	-36%	61%	-34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	40%	53%	-13%	57%	-17%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We used data from our quarterly ELA 9, ELA 10, Algebra 1, Geometry, Biology and US History PMA assessments.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	262/ 45%	255/ 42%	295/ 49%
	Economically Disadvantaged	102/ 35%	101/ 34%	120/ 40%
	Students With Disabilities	5/ 10%	7/ 14%	6/ 11%
	English Language Learners	7/ 14%	9/ 17%	8/ 15%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	192/ 54%	203/ 51%	210/ 55%
	Economically Disadvantaged	105/ 55%	105/ 47%	115 / 53%
	Students With Disabilities	12/ 33%	24/51%	25/ 49%
	English Language Learners	15/ 43%	12/ 27%	22 /42%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	307/ 56%	304/ 55%	272/ 50%
	Economically Disadvantaged	135/ 50%	138/ 49%	115 / 42%
	Students With Disabilities	8/ 17%	11/ 23%	10/ 22%
	English Language Learners	9/ 19%	8/ 16%	7/ 13%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	231 / 42%	216/ 39%	244/ 45%
	Economically Disadvantaged	91/ 34%	90 / 34%	104/ 41%
	Students With Disabilities	7/ 21%	6 / 18%	6/ 19%
	English Language Learners	6/ 16%	1/ 3%	5/ 13%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	81/ 55%	68/ 44%	61/ 44%
	Economically Disadvantaged	36/ 48%	36 / 44%	32/ 46%
	Students With Disabilities	11/ 50%	10/ 38%	11/ 46%
	English Language Learners	18/ 56%	15/ 52%	11/ 39%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	156/ 48%	142/ %	248/ 59%
	Economically Disadvantaged	77/ 46%	74 / 46 %	105/ 52%
	Students With Disabilities	10/ 30%	7 / 26%	8/ 36%
	English Language Learners	7/ 19%	11/ 32%	12/ 35%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/ 33%	0/ 0%	0/ 0%
	Economically Disadvantaged	1/ 50%	0/ 0%	0/ 0%
	Students With Disabilities	0/ 0%	0/ 0%	0/ 0%
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31/ 24%	52/ 42%	46/ 38%
	Economically Disadvantaged	13/ 21%	24 / 39%	25/ 40%
	Students With Disabilities	7/ 17%	9/ 31%	7/ 22%
	English Language Learners	3 / 19%	11/ 69%	8/ 53%
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	8/ 67%	7/ 50%	14/ 61%
	Economically Disadvantaged	2 / 100%	2 / 40%	1/ 33%
	Students With Disabilities	2/ 67%	1/ 50%	1/ 33%
	English Language Learners	0 / 0%	1/ 50%	2/ 67%
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	164/ 64%	187 / 62%	297/ 64%
	Economically Disadvantaged	75/ 58%	77 / 60%	109/ 61%
	Students With Disabilities	14 / 45%	12/ 34%	19/ 45%
	English Language Learners	9/ 39%	14/ 58%	13/ 43%

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/ 50%		
	Economically Disadvantaged	1/ 50%		
	Students With Disabilities	1/ 100%		
	English Language Learners	1/ 50%		
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	1/ 100%		
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	5/ 71%		
	Economically Disadvantaged	0 / 0%		
	Students With Disabilities			
	English Language Learners	0 / 0%		

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	17	32	25	12	24	24	24	16		98	37
ELL	9	41	50	8	29	35	18	38		91	53
ASN	57	58		36	19		73	87		100	80
BLK	33	37	34	12	16	20	39	44		97	60
HSP	36	42	36	19	23	34	44	54		92	59

2021 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 2019-20	C & C Accel 2019-20
MUL	42	48		12	27		47	50			
WHT	53	51	50	29	27	50	64	67		98	69
FRL	30	36	36	13	16	20	37	48		96	59
2019 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 2017-18	C & C Accel 2017-18
SWD	16	28	27	21	43		33	54		73	23
ELL	13	26	28	25	43	47	40	29		91	41
ASN	67	64		50	61		88	83		100	63
BLK	35	39	32	30	49	48	60	66		95	36
HSP	34	32	30	35	44	43	64	59		95	53
MUL	63	50		46			83				
WHT	58	50	47	47	52	53	71	74		93	65
FRL	36	37	33	34	48	50	61	64		94	45
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
SWD	16	44	43	16	24		33	25		70	11
ELL	10	24	21	28	33		35	21		84	31
ASN	61	46		65	38		72	56		96	56
BLK	40	44	37	32	34	38	53	52		91	29
HSP	37	39	27	29	32	33	53	53		93	38
MUL	61	50		27	18		64	60		100	55
WHT	55	51	40	43	44	30	61	75		94	49
FRL	39	42	32	32	34	33	53	54		93	33

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	11
Percent Tested	93%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	38
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that emerged were decreases in Social Studies and Science proficiency, ESE performance in Social Studies and ESE and ELL performance in Science. During the 2020-2021 school year using Progress Monitoring Assessment (PMA) for quarter 3, Biology classes showed a proficiency rate of 41%, while United States History classes showed a proficiency rate of 55%, significantly lower than 2018-2019 proficiency levels.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on data and trends indicated above, Biology and United States History demonstrate the greatest need for improvement. We had a 24% decline in Biology achievement moving from 65% proficient on the 18-19 EOC to 41% proficient on the Q3 PMA. Comparing 18-19 EOC data to PMA Q3 data, United States History went from 67% proficiency to 55% proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factor to this need for improvement were new content area for two of the three teachers. Two additional teachers on extended leave which lead to our remaining teachers having a double load of students. A limited number of hands on lab opportunities were offered in Science for the 2020-2021 school year and a lack of ability to monitor the use and implementation of interactive notebooks. For the 2021-2020 school year, all students will be returning for face to face instruction and this year all Biology teachers have previous experience teaching the content.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our greatest improvements were seen in over all achievements, learning gains and subgroups improvement in Mathematics. In addition, we saw improvement in ELA achievement and learning gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In Mathematics and ELA we contribute strong PLC structures, effective lesson plans using materials provided by the district (CRMs) as factors to these improvements. Additionally, instructional coaches worked with PLCs to provide professional development in scaffolding and instruction over the course of the 2020-2021 school year.

What strategies will need to be implemented in order to accelerate learning?

Instructional coaches will work with teachers on teaching to the level of the standard and how to use district created resources to grow student achievement. Coaches will also offer supports through the coaching cycle and targeted professional development. Instructors will have the opportunity to observe peers who have embedded the process effectively through open practice. Ocoee's Biology and United States History PLCs will actively participate in the District Professional Learning Community.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Teachers will be provided professional development on implementing lesson plans aligned to the standards and using the Curriculum Resource Materials (CRM) and other district and state resources to guide their planning process.
2. The leadership team will conduct observations and provide teachers feedback as it relates to learning goals aligned to the standard to insure lessons are on the trajectory and ultimately reach the level of learning required by the standard.
3. Teachers will be provided professional development on classroom management, Canvas, Performance Matters and Skyward in order to consistently monitor students' progress.
4. General and special education teachers will use regularly scheduled collaborative planning time to plan effective instruction and assessment for all students. (Best Practices for Inclusive Education School Level Assessment)
5. Biology and United States History teacher leads will attend training by district personnel on how to analyze and monitor data.
6. PLCs will review data after each culminating task and PMA to inform instruction through the year.
7. Teachers, coaches, AP, or mentors will conduct data chats throughout the school year for teachers and students to keep them informed of their personal progress.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We have added coaches in the areas of Reading, US History and Biology to support instruction. We have also added an additional support facilitator to support our ESE students. We have aligned our support facilitator schedules to common planning times in Biology and United States History. Additionally we have hand scheduled ESE and ELL students to maximize in class instructional supports.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:	Based on 2020-2021 performance data on the FSA and the Progress Monitoring Assessment during quarter 3 of 2021, our school and the Social Studies department will be focusing on building relationships with students as part of our school-wide deliberate practice focus. One of the foundations for learning is the development of good relationships. Research suggests that student/teacher relationships play a crucial role in students' engagement. Increased engagement can be directed tied to an increase in student academic achievement.
Measurable Outcome:	Ocoee High School will increase student performance on the United States History EOC through a focus on standards-based instruction and by integrating SEL goals and practices with all students.
Monitoring:	Coaches and Assistant Principals will monitor the progress of our classes to determine the achievement and effectiveness of the strategies being provided to the staff participation in Professional Development, through Classroom walks/observations and weekly data monitoring in PLC groups.
Person responsible for monitoring outcome:	Erin Verhelst-Wagner (erin.verhelst-wagner@ocps.net)
Evidence-based Strategy:	The evidence based strategy being implemented for this area of focus is Marzano element 22: Using verbal and nonverbal behaviors that indicate affection for students. This element directly correlates to CASEL SEL strategies on relationship development and skills.
Rationale for Evidence-based Strategy:	This strategy supports the OCPS 2025 strategic plan objectives of supporting student and staff social and emotional well-being by helping students to: Develop character and social-emotional skills - Increase students' positive perceptions of classroom and school-wide culture - Increase in teachers' self-reported SEL knowledge and skill set

Action Steps to Implement

1. Teachers will be provided professional development on implementing lesson plans aligned to the standards, use the CASEL SEL competencies and other district and state resources to guide their planning.
2. The leadership team will conduct observations, provide teachers feedback as it relates to learning goals to insure lessons are on the trajectory and reach the level of learning required by the standard.
3. Instructional coaches will work with teachers through coaching cycle and targeted professional development. Teacher will have opportunities to participate in peers observations.
4. General and special education teachers will use regularly scheduled collaborative planning time to plan effective instruction and assessment for all students.
5. PLCs will review data after each culminating task and PMA to inform instruction through the year.
6. Teachers, coaches, AP, or mentors will conduct data chats throughout the school year for teachers and students.

Person Responsible Erin Verhelst-Wagner (erin.verhelst-wagner@ocps.net)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Based on 2020-2021 performance data on the FSA and the Progress Monitoring Assessment during quarter 3 of 2021, there is a sense of urgency to increase overall achievement in biology. Our school and the biology department will be focusing on building relationships with students as part of our school-wide deliberate practice focus. One of the foundations for learning is the development of good relationships. Research suggests that student/teacher relationships play a crucial role in students' engagement. Increased engagement can be directed tied to an increase in student academic achievement.
Measurable Outcome:	Ocoee High School will increase student performance on the Biology EOC through a focus on standards-based instruction and integrating SEL strategies and practices that engage all students. Teachers will monitor students' progress towards mastery of the standards, and use data to inform their instructional decisions.
Monitoring:	Coaches and Assistant Principals will monitor the progress of our classes to determine the achievement and effectiveness of the strategies being provided to the staff participation in Professional Development, through Classroom walks/observations and weekly data monitoring in PLC groups.
Person responsible for monitoring outcome:	Demetria Wilson (demetria.wilson@ocps.net)
Evidence-based Strategy:	The evidence based strategy being implemented for this area of focus is Marzano element 22: Using verbal and nonverbal behaviors that indicate affection for students. This element directly correlates to CASEL SEL strategies on relationship development and skills.
Rationale for Evidence-based Strategy:	This strategy supports the OCPS 2025 strategic plan objectives of supporting student and staff social and emotional well-being by helping students to: <ul style="list-style-type: none"> - Develop character and social-emotional skills - Increase students' positive perceptions of classroom and school-wide culture - Increase in teachers' self-reported SEL knowledge and skill set

Action Steps to Implement

1. Teachers will be provided professional development on implementing lesson plans aligned to the standards, use the CASEL SEL competencies and other district and state resources to guide their planning.
2. The leadership team will conduct observations, provide teachers feedback as it relates to learning goals to insure lessons are on the trajectory and reach the level of learning required by the standard.
3. Instructional coaches will work with teachers through coaching cycle and targeted professional development. Teacher will have opportunities to participate in peers observations.
4. General and special education teachers will use regularly scheduled collaborative planning time to plan effective instruction and assessment for all students.
5. PLCs will review data after each culminating task and PMA to inform instruction through the year.
6. Teachers, coaches, AP, or mentors will conduct data chats throughout the school year for teachers and students.

Person Responsible Demetria Wilson (demetria.wilson@ocps.net)

#3. Other specifically relating to Instructional Practices of ESSA Subgroups ELL and ESE

Area of Focus Description and Rationale:	Ocoee High School's ELL and ESE population scored below proficiency on the Federal Percent of Points Index. Both ELL and ESE students remain our focus across all content areas
Measurable Outcome:	We will score above 41% on the Federal Percent of Points Index.
Monitoring:	This area of focus will be monitored for the desired outcome through instructional classroom observations by Instructional Coaches, Assistant Principals and supporting leadership team member. Additional PLC will hold weeking PLC meeting where they will monitor data and adjust lessons for the needs of students. We have two ELL paras dedicated to supporting our ELL students. We have two support facilitators and a learning strategies teacher dedicated to supporting our ESE students.
Person responsible for monitoring outcome:	Demetria Wilson (demetria.wilson@ocps.net)
Evidence-based Strategy:	The evidence based strategy being implemented for this area of focus is Marzano element 22: Using verbal and nonverbal behaviors that indicate affection for students. This element directly correlates to CASEL SEL strategies on relationship development and skills.
Rationale for Evidence-based Strategy:	By establishing a safe and supportive culture within the classroom, ELL and ESE students will be encouraged and required to actively participate in the lesson, thus improving their understanding of the academic vocabulary/ content, while also fostering their conversational English.

Action Steps to Implement

1. ELL and ESE paras schedules will allow for common planning with general education teacher to develop systems of support for students inside and outside the classroom.
2. PLCs will meet regularly to collaboratively develop effective lesson plans using materials provided by the district and the state.
3. Instructional coaches will work with Professional Learning Communities to provide professional development in scaffolding instruction, SEL strategies, and monitoring techniques.
4. Teachers who are proficient in scaffolding will open up practice to allow others to observe instruction.
5. Instructional coaches will work with Professional Learning Communities to provide professional development in understanding data in regards to their ELL and ESE students and their progress.

Person Responsible Amanda Jenkins (amanda.jenkins@ocps.net)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Develop an on-going school-wide approach to social and emotional learning with support for our students, faculty, families, and stakeholders. An established Social and Emotional Learning and Leadership (SELL) program will foster improved attitudes towards school and the students' well-being.

Measurable Outcome: Through ongoing professional development, there should be an increase in the understanding of Social and Emotional Learning (SEL) and how it affects students and their learning, ultimately leading to improved engagement and achievement.

Monitoring: This Area of Focus will be monitored for the desired outcome through classroom observations, professional development deliverables, and data analysis of district lead SEL surveys to students, families and staff.

Person responsible for monitoring outcome: Victoria McDonald (victoria.mcdonald@ocp.net)

Evidence-based Strategy: Increase awareness and understanding of SEL through professional learning communities and mentoring of students.

Rationale for Evidence-based Strategy: Increasing awareness and understanding of how SEL affects our students and teachers allows teachers to more effectively implement instructional strategies that are meaningful for students and helps build a firm foundation for student/teacher and teacher/teacher relationships. This, in turn, can assist in the teaching and learning process, thereby increasing student achievement.

Action Steps to Implement

1. Assign an administrative lead to oversee and monitor SELL Initiatives.
2. Provide professional development to faculty on SEL and the effects of SEL on learning and achievement over the course of the 2021-2022 school year.
3. Provide in-person and virtual parent session for families as part of our SELL initiatives.
4. School administrators consistently communicate and reinforce expectations that all school personnel share responsibility for all of students well being and achievement.

Person Responsible Lisa Karcinski (lisa.karcinski@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Primary and secondary areas of concern are violent incidents and drug/public order incidents. We will monitoring these areas of concern through the using the following procedures and personnel: Schoolwide supervision plan for before, during and after school. Daily classroom walks and observations, the use of camera monitoring systems open on computers daily, additional security personnel to monitor and secure the school perimeter each day, re-entry meetings \ that include safety plans and behavioral contracts for students after an incident occurs on campus. We also use MTSS weekly meeting to review GPA and discipline data to help create a positive, safe and supportive environment.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Administrators will introduce a focus of Social Emotional Learning (SEL) during pre-planning that puts forth building and sustaining a positive school culture, throughout the school year. This targeted focus will include, developing relationships with students and staff members through measures such as: being personable, breaking down barriers, building capacity through collaboration. Opportunities will be provided for teachers to feel empowered. A faculty focus group with administration will be created to ensure that all voices are heard.

More attempts to energize staff by creating an environment where people enjoy coming to work, such as Friday Fellowships, creative games and friendly competition with prizes. The administrative team will make deliberate attempts to recognize students and staff who are exemplifying the characteristics associated with social emotional learning with tokens of recognition. Each administrator has to take the charge and go over the top with school spirit as it starts with leadership.

To maintain this positive school culture, administration will collect feedback on the efforts to know what needs to be enhanced or changed. PLCs will take the lead to communicate shared concerns with administration and faculty. Administration will continue to include all stakeholders (both tested and non-tested areas) in student achievement and results analysis, and continue to make data-driven decisions collaboratively.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Admin : Oversee school stakeholders to support the development of structures and supports which create a positive culture and environment at Ocoee High School.

Amanda Jenkins
Erin Verhelst-Wagner
Demetria Wilson
Kelsey Bergh

Deans: Supporting and overseeing the school discipline matrix, procedures, adherence to rules and consequences to ensure a safe and supportive school environment for all students, staff and the community.

Monique Morris
Julius Franklin
John Siers
Carl Holden

SAFE Coordinator and Mental Health Counseling: Provides supports to students who are demonstrating emotional issues or life events that interfere with their academic functioning.

Cathy Edwards-Lee
Mental Health Counselor
Valerie Homidas

Media Specialist: Oversees our library collections, a number of online databases and research tools and supports the digital needs of students at Ocoee High School in support of students academic success.

Brenda Obelar

Testing Coordinator : Testing Department is available to support students in meeting their testing requirements needed to earn a high school diploma and testing to creating post-secondary credit which can be transferred as part of a degree in higher education.

Jennifer Grow

Athletic Director - Support students, coaches and families in athletic activities which grow school spirit and promote a positive culture and environment. Also supporting the physical and social emotional wellbeing of our athletes.

Billy Alderman

Student Services Lead & College and Career Offices : The Student Services Department works to support students in earning their high school diploma and creating post-secondary plans

Rima Rabieh
College and Career Coaches
Shasaree Hendricks
Erin Wolfgramm

Instructional Coaches : Plan and host Friday Fellowships monthly to create a culture of belonging and built strong collegial relationships campus-wide.

Thomas O'Brien
Nicole Deluca
Victoria McDonald
Catrece Hadley
Danielle Riepe

SELL Team: Responsible for the creation of SELL student and staff events calendar. Responsible for ensuring that positive relationships are cultivated between students and staff.

Emily Jackson

Tanya Carpenter
Samuel Carlton
Haley Hostetter
Garett Kelly