

Orange County Public Schools

Randall Academy



2021-22 Ungraded Schoolwide Improvement Plan

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Randall Academy

3307 CLARCONA RD, Apopka, FL 32703

<http://altd.ocps.net>

Demographics

Principal: William Tovine

Start Date for this Principal: 7/15/2011

| | |
|--|-----------------------|
| 2021-22 Status (per MSID File) | Active |
| School Function (per accountability file) | |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 73% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | |
| School Improvement Rating History | |
| DJJ Accountability Rating | 2023-24: No Rating |

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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 to lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Randall Academy is a partnership between Orange County Public School's School-to-Work program and Randall Construction Holdings, Inc., which provides an alternative approach to traditional high school. Randall Academy is located on the main campus of Randall Construction. Students work alongside of their academic core classes, gaining valuable work experience and pay. The face to face instruction in a smaller setting, combined with a robust mentoring program, helps guide students who are seeking a unique alternative setting with an engineering foundation.

A key highlight of Randall Academy is the Mentoring Component. Each student is strategically paired with a highly qualified Randall team member. Mentors and mentees meet weekly to cultivate relationships and further their learning beyond the workplace and classroom. With very small class sizes, our certified OCPS teachers can provide individualized and focused attention to all students, helping them reach their graduation & post-secondary goals. Students will follow the core class progression based on their individual requirements for graduation. OCPS school bus transportation will be provided where applicable.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|-------------------------|---------------------|--|
| Tovine, William | Principal | <p>The principal is the head of the administrative team within a school and is responsible for overseeing the daily operations of the institution. The responsibilities of the principal include: coordinate staff schedules, oversee the development of curriculum and enforce school policies relating to discipline, safety and mental health. The principal also coordinates staff training days and works directly with students who need help meeting or setting goals. The principal also serves as the direct liaison between the school and the school board and is responsible for ensuring that the school operates according to school board protocols.</p> |
| McCray, Ima | Assistant Principal | <p>The role of the assistant principal is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. The responsibilities include: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing discipline, safety, mental health and budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.</p> |
| Webster-Gardiner, David | Assistant Principal | <p>The role of the assistant principal is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. The responsibilities include: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing discipline, safety, mental health and budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.</p> |
| Lebron, Maribel | Assistant Principal | <p>The role of the assistant principal is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. The responsibilities include: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing discipline, safety, mental health and budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.</p> |
| Merchant, Daniel | Assistant Principal | <p>The role of the assistant principal is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. The responsibilities include: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing discipline, safety, mental</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
|------|----------------|---------------------------------|

health and budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Orange County Public Schools

Demographic Information

Principal start date

Friday 7/15/2011, William Tovine

Number of teachers with professional teaching certificates?

3

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

3

Total number of students enrolled at the school.

10

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

2

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

3

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 | 0 | 0 | 0 | 0 | 2 | 2 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 0 | 0 | 0 | 0 | 2 | 2 |

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 | 0 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Friday 7/23/2021

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 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | 0 | 0 | 0 | 0 | 0 |

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 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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 | | | | | 55% | 56% | | 54% | 56% |
| ELA Learning Gains | | | | | 53% | 51% | | 51% | 53% |
| ELA Lowest 25th Percentile | | | | | 40% | 42% | | 40% | 44% |
| Math Achievement | | | | | 43% | 51% | | 49% | 51% |
| Math Learning Gains | | | | | 49% | 48% | | 44% | 48% |
| Math Lowest 25th Percentile | | | | | 46% | 45% | | 39% | 45% |
| Science Achievement | | | | | 70% | 68% | | 66% | 67% |
| Social Studies Achievement | | | | | 73% | 73% | | 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 | | | | | |
| Cohort Comparison | | | | | | |
| 10 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| 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 | | | | | |

| 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 | | | | | |

| ALGEBRA EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

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 |
| 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 |
| 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 |

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 | |
| OVERALL Federal Index Below 41% All Students | N/A |
| Total Number of Subgroups Missing the Target | |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | |
| Total Components for the Federal Index | |
| Percent Tested | |
| Subgroup Data | |

Analysis

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

To increase learning gains and narrow the achievement gap with our ESE and ELL subgroups, we utilized the following high yield strategies:

- Built a culture of collaboration between professionals (ESE and non-ESE) that increased student success
- Explicitly taught students to maintain and generalize new learning across time and settings
- Built up our system of how we analyzed data, analyzed instructional practices, and made necessary adjustments that improved student outcomes
- Developed and implemented a system of teaching social behaviors ELL
- Frontloaded academic vocabulary by utilizing the 7- step approach adapted from Dr. Calderon’s ExCELL (Expediting Comprehension for English Language Learners).
- Activated or built background knowledge.
- Used sentence frames to give students practice with academic language.
- Used as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.
- Used Pictures and Realia Manipulatives.
- Used Concept Maps and Graphic Organizers such as: Thinking Maps, Venn diagrams, T-Charts, Compare and Contrast Organizers, Cause and Effect Organizers, Word Sorts.
- Used short simple sentences with clear articulation.
- Used gestures and facial expression.
- Used Cooperative Learning and Collaborative Group Projects.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Randall Academy is a new Alternative Education School that opened during the 2020-2021 school year. Based on retake assessment the area that showed the most improvement was Spring Algebra I End of Course Exam (EOC)

The school implemented the following actions that led to the improvement in this area:

- The teachers and coaches worked with students on low performing standards with an area of focus on solving equations, linear, quadratic, and exponential functions.
- The coaches will utilized the Algebra 1 FSA/EOC review materials from the district office that contains an extensive test bank of questions is available to help students prepare for the Algebra 1 FSA/EOC.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Randall Academy is a new Alternative Education School that opened during the 2020-2021 school year. According to our FSA ELA assessment retake data, 100% (0/5) passed. The greatest need for improvement is needed in English/Language Arts.

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

Randall Academy is a new Alternative Education School that opened during the 2020-2021 school year. As a result, there is no prior school year data to analyze trends.

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

We will use the following strategies to assist with accelerating learning:

- Helping Students Interact with New Knowledge- Teachers will group students to process new information and establish group norms.
- Help Students Practice and Deepen Knowledge- Teachers will incorporate cooperative learning into their lessons, use think-pair-share, and error analysis, and peer feedback.
- Helping Students Review Content- Teachers will present previously learned information to students; students will write summaries, and the teachers ask students to remember and apply previously learned information.

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.

We will provide the following professional development opportunities to support teachers and leaders:

- Coaches will provide content area professional development trainings through our Professional Learning Communities with a focus on effective High Yield strategies.
- Professional development trainings assisting teachers with how to align student tasks to Standards-Based Instruction.
- How to use Common Assessment and Progress Monitoring data to drive instruction.
- Coaches will provide MTSS Professional Development trainings with a focus on Tiered Interventions for our bottom 25% students.
- Targeted progress-monitoring teacher trainings to assist teachers in working with ESE and ELL students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

The percentage of students in 2020-2021 making learning gains in math was 33%. According to our 2020-2021 school data, on the Algebra I Fall Retake assessment, 100% (1/1), of our students scored a level 1, on the Algebra I Winter Retake assessment, 100% (1/1), of our students scored a level 1, and on the Algebra I Spring Retake assessment, 100% (1/1), of our students scored a level 3. As a result of our assessment data, the teachers and coaches will continue to work with students on low performing standards with an area of focus on solving equations, linear, quadratic, and exponential functions. In addition, coaches will utilize the Algebra 1 FSA/EOC review materials from the district office that contains an extensive test bank of questions is available to help students prepare for the Algebra 1 FSA/EOC. As a result, we will continue to use evidence-based strategies to increase student learning gains in math standards. In addition, we will use progress monitoring assessment and common assessment data to create intervention groups that will assist with closing achievement gaps in math. We will also create a strategic plan for best instructional practices to support increasing learning gains in Math.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2021-2022 school year, the percent of students making learning gains in Math will increase 3% from 33% to 36%.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk-throughs and observations, coaching logs, data discussions with students, professional development trainings through professional learning communities, progress monitoring of assessment data with action steps for Tiered intervention groups.

Person responsible for monitoring outcome:

William Tovine (william.tovine@ocps.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

The high yield evidence-based strategies we will use to enhance instruction are:

- Help students process new content when introducing new Math standards
- Help students elaborate on new content
- Organize students to practice and deepen new knowledge.

Rationale for Evidence-based Strategy:

To increase learning gains in math, we will use a variety of high yield evidence-based and supplemental resources. These may include but are not limited to:
 KHAN Academy
 Math Nation

| | |
|--|---|
| <p>Explain the rationale for selecting this specific strategy.</p> <p>Describe the resources/ criteria used for selecting this strategy.</p> | <p>Close reading activities to assist with word problems</p> <p>Interactive notebooks to facilitate teacher-student communication</p> <p>Graphic organizers and concept maps</p> <p>Frayer Models</p> <p>Activating or building on background knowledge</p> <p>I do-you do- we do gradual release model of instruction</p> <p>Use of manipulatives to facilitate understanding of mathematical concepts</p> <p>Cooperative learning activities</p> <p>Strategic use of technology and online platforms</p> <p>Marzano high yield strategies such as: revising knowledge, examining reasoning, and examining similarities and differences.</p> |
|--|---|

Action Steps to Implement:
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Monitor quarterly progress monitoring assessments and common assessments.
2. Academic data will be collected and reviewed during weekly site meetings.
3. Collaboration with guidance counselors to monitor the course failure rate.
4. Intervention groups will provide remediation and push in services with math coaches.
5. Khan Academy SAT diagnostic results will be monitored and reviewed to differentiate instruction.

Person Responsible William Tovine (william.tovine@ocps.net)

Monitoring ESSA Impact:
 If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

1. Monitor quarterly progress monitoring assessments and common assessments.
2. Academic data will be collected and reviewed during weekly site meetings.
3. Conduct child study team meetings to track and monitor student attendance every 9 weeks.
4. Collaboration with guidance counselors to monitor the course failure rate.
5. Intervention groups will provide remediation and push in services with math coaches.
6. Khan Academy SAT diagnostic results will be monitored and reviewed to differentiate instruction.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The percentage of students for 2020-2021 making learning gains in ELA was 17%. Based on the 2020-2021 school data, on the FSA/ELA Fall retake assessment, 100% (1/1), students scored a level 1 on the Fall FSA/ELA retake assessment, on the Winter FSA/ELA assessment, 100% (1/1) students scored a level 1 and on the FSA/ELA Spring retake assessment, 20% (1/5), students scored a level 2 and 4/5 (80%) of the students scored a level 1. As a result, we will use progress monitoring assessment and common assessment data to create intervention groups that will assist with closing achievement gaps in English Language Arts. We will also create a strategic plan for best instructional practices to support increasing learning gains in English Language Arts.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2021-2022 school year, the percent of students making learning gains scoring on the ELA, FSA will increase 3% from 17% to 20%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk-throughs and observations, coaching logs, data discussions with students, professional development trainings through professional learning communities, progress monitoring of assessment data with action steps for Tiered intervention groups.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The high yield evidence-based strategies we will use to enhance instruction are:

- Help students process new content when introducing new ELA standards
- Help students elaborate on new content
- Organize students to practice and deepen new knowledge.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The leadership team and coaches will attend the district professional learning community trainings to assist teachers with evidence-based strategies and interventions to enhance instruction across curricula content. Administrators and coaches will conduct weekly classroom walk throughs, provide actionable feedback to teachers and monitor student learning strengths and weaknesses. Teachers will address areas of concern utilizing progress monitoring and common assessment data. This will be evident with the use of classroom walkthroughs. Below are the high yields strategies will use to increase learning gains:

- Build a culture of collaboration between professionals to increase student success
- Explicitly teach students to maintain and generalize new learning across time and settings
- Develop and implement a system of teaching social behaviors
- Activate or build background knowledge.
- Use sentence frames to give students practice with academic language.
- Use Concept Maps and Graphic Organizers

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Increase proficiency in reading and responding to complex text-based writing through evidence-based writing across curricula.
2. Students will participate in weekly writing assignments related to current events real world experiences.
3. Students will cite evidence and analyze themes and author's choices.
4. Monitor quarterly progress monitoring assessments and common assessments.
5. Academic data will be collected and reviewed during weekly site meetings.
6. Collaboration with guidance counselors to monitor the course failure rate.
7. Intervention groups will provide remediation and push in services with Reading coaches and teachers.
8. Khan Academy SAT diagnostic results will be monitored and reviewed to differentiate instruction.

Person Responsible William Tovine (william.tovine@ocps.net)

Monitoring ESSA

Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

1. Increase proficiency in reading and responding to complex text-based writing through evidence-based writing across curricula to improve writing skills.
2. Students will participate in weekly writing assignments related to current events real world experiences utilizing self to world experience.
3. Students will cite evidence and analyze themes and author's choices from various texts and project based learning.
4. Monitor quarterly progress monitoring assessments and common assessments to track students progress.
5. Academic data will be collected and reviewed during weekly site meetings and a strategic plan will be created to improve targeted outcomes.
6. Reading Plus will be utilized with level one students.
7. Collaboration with guidance counselors to monitor the course failure rate. Address the students lack of progress and administer additional resources such as tutoring, or paraprofessional support.
8. Intervention groups will provide remediation and push in services with Reading coaches and teachers.
9. Khan Academy SAT diagnostic results will be monitored and reviewed to differentiate instruction.

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The school's focus was culture and environment. We integrated and monitored resources and strategies that strengthened a culture for social and emotional learning to grow every student academically, socially, and emotionally.

The rationale is that academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject materials. By strengthening our school's culture for social and emotional learning, we will address the following school needs:

- Self-management
- Family engagement.

We currently do not have any social emotional learning data for our Randall Academy students at this time, however, for the 2021-2022 school year, we will work with students on utilizing self-management strategies to manage their emotions, thoughts and behaviors in different situations in the competency of Self-Management. We will increase their awareness in social and emotional learning in the competency of Self-Management.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of 2021-2022, 67% of Randall Academy students will demonstrate competency in the area of Self-Management, being able to manage their emotions, thoughts and behaviors.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk-throughs and observations, coaching logs, data discussions with students, professional development trainings with our Social and Emotional Leadership (SEL) team with a focus on Social and Emotional Learning Strategies, professional development trainings and support from Guidance Counselors and ESE team leads with an intense focus on students in need of SEL support.

Person responsible for monitoring outcome:

William Tovine (william.tovine@ocps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We will use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

- * Understand how social and emotional learning is connected to instructional strategies
- * Establish a common language to support a culture of social and emotional learning at your school with adults and students
- * Use a process to examine the current school climate and culture
- * Determine relevant strategies to strengthen team dynamics and collaboration across the school
- * Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture
- * Understand the connections between social and emotional learning and instructional strategies
- * Use cycles of professional learning that integrate academics and social and emotional learning
- * Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts.

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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support

a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success.

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

A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Schools utilize staff such as Parent Engagement Liaisons to bridge the community and school culture.