

Orange County Public Schools

Orange Youth Academy



2021-22 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	12
R.A.I.S.E	0
Positive Culture & Environment	0

Orange Youth Academy

3150 39TH ST, Orlando, FL 32839

[no web address on file]

Demographics

Principal: William Tovine

Start Date for this Principal: 7/15/2011

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	DJJ
School Type and Grades Served (per MSID File)	High School 7-12
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)	0%
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	2021-22: No Rating 2020-21: No Rating 2018-19: No Rating 2017-18: No Rating 2016-17: No Rating
DJJ Accountability Rating	2023-24: Unsatisfactory

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 that 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.

The students of Orange Youth Academy have been committed through juvenile court. Orange Youth Academy is a Florida Department of Juvenile Justice (DJJ) Non-Secure Residential Program for 57 males (ages 12-21). The academic focus of this program parallels the traditional school curriculum. Students are delinquent adolescent boys requiring rehabilitation. Students are committed to this program for a period of six to twelve months. The ultimate goal of this program is to reduce recidivism and to improve the youth's quality of life once he re-enters the community. We support our mission by encouraging parental involvement by hosting monthly parent events, communicating with parents and guardians, and involving community stakeholders who are invested in the growth of our students. We support our vision by providing enhanced academic instruction to each student.

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	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.
McCray, Ima	Assistant Principal	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.

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?

10

Number of teachers with temporary teaching certificates?

1

Total number of teacher positions allocated to the school.

11

Total number of students enrolled at the school.

57

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

1

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

2

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	4	13	17	16	15	65	
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	1	0	0	0	2	
One or more suspensions	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	1	1	0	0	0	2	
Course failure in Math	0	0	0	0	0	0	0	0	1	1	0	0	0	2	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	2	4	3	4	3	16	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	2	4	2	1	4	13	
Number of students with a substantial reading deficiency	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	2	4	2	1	1	10

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

Date this data was collected or last updated

Thursday 7/8/2021

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	3	13	13	16	7	52
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
One or more suspensions	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	1	1	1	1	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	1	1	2	3	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	3	1	2	4	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	3	1	3	3	11

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	2	1	2	2	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		
Students retained two or more times	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
07	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort 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:

ESE

- 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?

According to the data, the component that showed the most improvement was the FSA ELA assessment. Eleven percent, (2/18), students passed the assessment. Alternative Education Instructional Coaches applied strategies from Professional Learning Community professional development training's to assist teachers with instructional strategies while working with students.

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?

OYA had 100% (4/4) students in grade 9 score a level 1 on the Florida Standards Assessment in English, Language Arts, and 0% (0/4) students score a level 2. In grade 9, students showed the lowest performance in Key Ideas and Details, Integration of Knowledge and Ideas, and Language and Editing.

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

According to our 2020-2021 Progress Monitoring Activity (PMA) data, the trends that emerge across grade levels, subgroups and core content area is over ninety percent (90%) of students in grades nine through twelve did not perform at proficiency level of 3 or higher in core content subject areas.

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.

We will also provide after school tutoring, push-in and pullout services to assist students in need of additional remediation and academic support, and conducting parent engagement events to solicit support of family and community stakeholders with achieving our school improvement goals.

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to Increased Attendance**Area of Focus Description and****Rationale:**

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

Upon transitioning students from Orange Youth Academy and enrolling in a non DJJ school, students will increase their attendance by 1%.

Measurable Outcome:

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

3 out of 5 or 60% of students entering a non DJJ school will increase their attendance by 1%. (60% to 61%).

Monitoring:

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

This area of focus will be monitored by the transition specialist who will track the enrollment status of students once they are withdrawn from Orange Youth Academy.

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 evidence-based strategy being implemented for this area of focus is reinforcing effort and providing recognition at the start of entry into the Orange Youth Academy program. The review of an educational plan and goals, helps to encourage students to stay in school. The transition specialist tracks the enrollment of students upon exiting and provides positive feedback for students attending a non DJJ school.

Rationale for Evidence-based Strategy:

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

The rationale for selecting this specific strategy is to ensure that the student enrollment status is current. This process is done through the educational plan and transition tracking form for each student who is withdrawn from Orange Youth Academy.

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.

Track students enrollment into a non DJJ program upon exiting Orange Youth Academy.

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.

Track students enrollment into a non DJJ program upon exiting Orange Youth Academy.

#2. DJJ Components specifically relating to Graduation**Area of Focus Description and Rationale:**

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

The data confirmed that students within their cohort year did not meet credit requirements for graduation.

Measurable Outcome:

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

We will increase our graduation rate by 2% (from 28% to 30%).

Monitoring:

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

This area of focus will be monitored by the content area teachers, lead teacher and the guidance counselor to ensure that students are on track for graduation by utilizing an educational plan, student performance data, data meeting discussions, and student success meetings.

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 evidence-based strategy being implemented for this area of focus, based on student performance data, are practicing and deepening student knowledge in all content areas.

Rationale for Evidence-based Strategy:

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

The strategy of practicing and deepening student knowledge was selected because it incorporates collaborative learning, think-pair-share, error analysis, peer feedback and use of various technology that facilitates collaboration. This strategy is used throughout every content area.

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.

- Differentiated Instruction will be used to increase student progression toward graduation.
- Progress monitoring and standards-based assessments will be administered to assess student progression toward graduation.
- Technology will be utilized to motivate student learning.

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.

#3. Other specifically relating to Common Assessment Math and Math Learning Gains**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 0%. Based on 2020-2021 school data, 0% (0/9) of the students who took the Algebra 1 EOC scored below proficiency (level 3 or above). Additional support is needed to increase proficiency in this area.

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 0% to 3%)

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.

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

Close reading activities to assist with word problems

Interactive notebooks to facilitate teacher-student communication

Graphic organizers and concept maps

Fraye Models

Activating or building on background knowledge

I do-you do- we do gradual release model of instruction

Use of manipulatives to facilitate understanding of mathematical concepts

Cooperative learning activities

Strategic use of technology and online platforms

Marzano high yield strategies such as: revising knowledge, examining reasoning, and examining similarities and differences.

Rationale for Evidence-based Strategy:

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

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 diagnostic results will be monitored and reviewed to differentiate instruction.
6. Participate in Treatment team and CRT meetings to support student transition and academic progress.

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. 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.

#4. Other specifically relating to Common Assessment Reading and ELA Learning Gains**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 0%. Based on the 2020-2021 school data, 0% (0/15) students scored level 3 or higher on the FSA ELA Assessment. Additional support is needed to increase proficiency in this area.

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 ELA/Reading will increase 3%(From 0% to 3%).

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

The leadership team and coaches will attend 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.

Rationale for Evidence-based Strategy:

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

- 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 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.

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.

#5. DJJ Components specifically relating to Common Assessment Data Integrity**Area of Focus Description and Rationale:**

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

Data Integrity was identified by students not completing both the pre and post test for the JJCA Common Assessment.

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, 95% of students will complete the pre and post tests on the JJCA Common Assessment. (From 60% to 95%).

Monitoring:

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

This area will be monitored by the transition specialist, utilizing a JJCA Common Assessment tracking form, to ensure a 95% completion rate.

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 the JJCA Common Assessment tracking form to monitor the testing process to ensure every student has been tested.

Rationale for Evidence-based Strategy:

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

Tracking student data will ensure that all students will have a pre and post test score on the JJCA Common Assessment.

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.

- Work with agency partner to motivate students to test
- Utilize data tracking form for pre and post testing
- Review pre and post results to determine student academic need

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.

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.