Okeechobee County School District

Tantie

2021-22 Ungraded Schoolwide Improvement Plan

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Tantie

5050 NE 168TH STREET, Okeechobee, FL 34972

[no web address on file]

Demographics

Principal: Rozelle Bradley

Start Date for this Principal: 11/3/2020

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: No Rating

School Board Approval

This plan is pending approval by the Okeechobee 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.

Our vision at Tantie is to help students develop into confident and responsible individuals by providing a positive, stimulating and safe learning environment. We intend for our students to return to their communities as responsible individuals with acceptable socials skills and academic growth.

Provide the school's vision statement.

Our vision at Tantie is to provide our students with the opportunity to change their thinking through learning activities so that they can be a productive, positive, and fulfilled member of the community that they will return to in the future.

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

Tantie is the school located at the Everglades Youth Academy who provides a variety of services to Level 8 Sex Offenders, Level 10 Sex Offenders and Maximum Risk, male offenders. The residents at Everglades Youth Academy range from 13-21 years of age. Most of our students are academically behind their cohorts, they lack vocational training, and they have little to no knowledge of the required training and education needed for their selected careers. The expected graduation year for most of our students has been extended, due to the students being one to two years over age for their current grade. These students are at risk of dropping out of school if they do not earn a standard high school diploma or GED Certificate, during their stay at the program. Without a high school diploma, these students will more than likely end up with lower paying jobs, unemployed, or engaging in illegal activities. Our staff strive to provide educational services that will enable our students to earn the required credits to close the gap between them and their peers in the community. We work on this goal through providing certified teachers, and abundance of supplies, remedial computer programs, high interest library books, and innovative classroom experiments.

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
Bradley, Rozelle	Lead Educator	The Lead Teacher is responsible for general administrative duties as assigned, for supervision of subordinate staff, and for planning, preparing, and implementing daily activities, monitoring children's progress, and maintenance of related records for assigned classroom. The Lead Teacher promotes the facility's philosophy and educational objectives.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Youth Opportunity Investment - Everglades Youth Academy

Demographic Information

Principal start date
Tuesday 11/3/2020, Rozelle Bradley

Number of teachers with professional teaching certificates?
6

Number of teachers with temporary teaching certificates?
0

Total number of teacher positions allocated to the school.
7

Total number of students enrolled at the school.
59

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.
0

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	2	1	3	15	16	18	4	59
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	1	6	5	1	1	14
Course failure in Math	0	0	0	0	0	0	0	0	2	6	6	2	2	18
Level 1 on 2022 statewide FSA ELA assessment	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	
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	1	5	5	1	1	13

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	1	0	0	2
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

Friday 10/8/2021

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	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	1	1	1	4	9	5	2	23
Course failure in Math	0	0	0	0	0	0	1	1	2	3	11	4	2	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	3	9	8	6	7	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	12	15	4	7	38

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	1	0	1	3	8	3	1	17

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					44%	56%		48%	56%
ELA Learning Gains					44%	51%		50%	53%
ELA Lowest 25th Percentile					35%	42%		35%	44%
Math Achievement					38%	51%		40%	51%
Math Learning Gains					29%	48%		46%	48%
Math Lowest 25th Percentile					28%	45%		33%	45%
Science Achievement					67%	68%		62%	67%
Social Studies Achievement					59%	73%		54%	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?

Edmentum and DJJ Common Assessment were used as a progress monitoring tools, but the students didn't perform at their best due to a lack of motivation.

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

ESE students increased their performance due to an increase of support in the classroom.

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?

Our African-American population performed the poorest on their diagnostic and classroom assessments. The students went through a period of refusing to participate in any classroom activities, assignments and assessments, which resulted in poor performance during the grading period.

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

There are more students who perform below grade level in their classes due to the refusal to complete assignments when it involves reading passages. .

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

Increase the implementation of reading strategies, allow students to read out loud in order to guide them in regards to identifying unfamiliar words and proper pronunciation.

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.

Review of reading strategies with an emphasis on comprehension and making inferences.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	There has been increase in the gap between our students and their cohort group in regards to their age and grade level. More and more of our students are at least two years behind their peers, due to them dropping out of school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	16% (10 of 59) students will show an increase in their FSA ELA scores, during the 2021-2022 SY.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The students' scores will be reviewed after the Spring FSA Administration.
Person responsible for monitoring outcome:	Rozelle Bradley (rozelle.bradley@youthopportunity.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will work on activating students' prior knowledge and increasing their general knowledge through reading activities. The use of inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, will increase the students' comprehension of a text.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Our students' background knowledge is lacking, which affects their ability to comprehend text and make inferences. Increasing their background knowledge, will enable them to read and write about topics presented to them in FSA and classroom assessments.

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.

Review the evidence-based strategies with the teachers and implement themed lessons that can be implemented across all subject areas.

Person Responsible	[no one identified]

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.

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	We have to minimize the perceived stigma of being an ESE student. Our ESE students refuses support at times, since they don't want to be perceived as helpless, which results in poor performance on their classroom assignments and assessments.

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

Reduce the number of ESE students not passing their ELA and math courses by 30%. 12 ESE students did not pass their reading course and 15 ESE students did not pass their math course during the 2020-2021 SY.

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

Students' reports cards will be reviewed by the lead educator and the transition specialist to determine progress on this goal at the end of the 2021-2022 SY.

Person responsible for monitoring outcome:

Rozelle Bradley
(rozelle.bradley@youthopportunity.com)

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

Students will be working on Reflex Math and Edmentum reading and math assignments on a weekly basis.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

These program are remedial and will supplement the classroom instruction by reinforcing the basic math and reading concepts.

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.

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.

The students have access to the teachers who discusses the students' needs and the progress/lack of progress that is being made. Students are given multiple opportunities to improve their grades through bonus points and make up days for past due assignments. Teachers introduce lesson related videos and auditory lessons in order to engage more students. The management team is available to address any concerns that the students might have, in a timely manner. Students are kept up to date on their performance, and are informed of what they need in order to meet graduation requirements. Students are rewarded when they earn certifications and excellent grades. Students who graduate participate in a graduation ceremony with their friends and family. Students who want to graduate before their return home, have the option of taking the GED, if they are unable to meet the requirements for a standard high school diploma.

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

Students - follow the classroom rules and work on assignments and assessments.
Teachers - increase student engagement, and provide support and remediation for struggling students.
Administrative staff (Lead Educator, Transition Specialist, Registrar) - Provide support and supplies to the teachers and students and ensure that the lines of communication are open.
Program Management - Provide support to the educational staff members.