

Orange County Public Schools

# Ocoee High



## 2022-23 Schoolwide Improvement Plan

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# Ocoee High

1925 OCOEE CROWN POINT PKWY, Ocoee, FL 34761

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

## Demographics

**Principal: Lisa Karcinski**

Start Date for this Principal: 7/16/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students Pacific Islander Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (58%) 2018-19: C (52%) 2017-18: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

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

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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<b>Budget to Support Goals</b>	<b>0</b>

# Ocoee High

1925 OCOEE CROWN POINT PKWY, Ocoee, FL 34761

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	No	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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<https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

To ensure every student has a promising and successful future

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Karcinski, Lisa	Principal	Provide the common vision for the use of data-based decision making. Lead Instructional Coaches Social Media/Website Pre-Planning/ Professional Development Evaluations/Budget/Supplements Supervisor Deans/Title IX Safety and Supervision Plan Discipline and Deans Attendance Monitoring Supervisor Social Studies Interventions - U.S. History Grade Verification - Social Studies Supervisor over PASS Oversees MTSS Tracker and updates
Jenkins, Amanda	Assistant Principal	Supervisor English Language Arts Grade Verification - ELA Interventions - ELA 9 and 10 Supervisor Guidance Team Guidance Liaison Report Cards/Progress Reports/Transcripts Master Schedule FTE/Accountability Assistant Principal of Instruction FAFSA Super Scholars Graduation Rate Grade Verification Curriculum Guide Dual Enrollment Scholarships Threat Assessments Post Secondary Planning
Verhelst-Wagner, Erin	Assistant Principal	Supervisor Math Supervisor Reading Supervisor ESOL and ESOL Paras Grade Verification - Reading & Math Interventions - Reading College Board Opportunity Scholarship liaison - Khan Academy/College Board Testing SIP
O'Brien, Thomas	Assistant Principal	Supervise CTE College and Career Readiness Acceleration Rate (CTE)



Name	Position Title	Job Duties and Responsibilities
		Supervisor World Languages Supervisor - AFJROTC Supervisor - Performing Arts Supervisor- School Clerks Supervisor Digital Curriculum Digital Initiative/Inventory/Textbooks Facilities Grade Verification - CTE/ World Languages/Performing Arts/JROTC Supervisor of Media Center and TSR
	Assistant Principal	Supervisor Science Supervisor ESE Supervisor Art Supervisor Physical Education Covid-19 Field Trips Tutoring SAC Minority Achievement Office Grade Verification - Science / ESE / Art / PE Interventions - Biology Athletics
Kahn, Angela	Instructional Coach	New Teacher Mentor Lead -Assist in the orientation of new teachers to include classroom visitation and regular monthly meetings and individual support Teacher Certification Track and submit inservice records and points for school faculty Intern Assignments Social Media/Website Pre-Planning/ Professional Development Attend meetings necessary for the efficient operation of the school and curriculum development embedded to classrooms daily Provide support and resources including intervention, accommodations and strategies to match instructional needs of school staff and students Model and coach effective instructional techniques Communicate resources and needs to the Principal Conduct and facilitate coaching cycles for identified staff members Any other duties as assigned by Principal
McDonald, Victoria	Instructional Coach	Attend meetings necessary for the efficient operation of the school and curriculum development embedded to classrooms daily Build a working relationship with feeder middle schools to establish effective continuum plan Provide support and resources including intervention, accommodations and

Name	Position Title	Job Duties and Responsibilities
		<p>strategies to match instructional needs of reading students                      MTSS Team                      Model and coach effective literacy instruction techniques                      Communicate resources and needs to the Principal                      Establish and implement a plan with systematic checkpoints for progress monitoring in reading                      Khan Academy                      SAT &amp; ACT Contact &amp; Waivers                      SAT/PSAT/ACT/ASVAB Coordinator                      Any other duties as assigned by Principal</p>
Hadley, Catrece	Math Coach	<p>Attend meetings necessary for the efficient operation of the school and curriculum development                      Visit classrooms in the department weekly                      Self initiate and identify research, implementation and communication of best practices in math for the school and classroom needs.                      Build a working relationship with feeder middle schools to establish effective continuum plan                      Provide support and resources including intervention, accommodations and strategies to match instructional needs                      Model and coach effective math related instruction techniques                      Communicate resources and needs to the Principal                      Monitor lowest 25% of math students</p>
Rabieh, Rima	Dean	<p>504 Documentation and Meetings                      Honor Roll Celebration Coordinator- Each 9 Weeks                      Take the lead and support district and school student services initiatives                      Social Media/Website                      Pre-Planning/ Professional Development                      Ensure that any Student Services Documentation and/or News that Changes (NEW or outdated information) is communicated to for School Website (prepared for publishing) to change                      Below 2.0 Student Support Initiative Lead                      MTSS Student Services Lead Representative                      Underclassman Cohort Tracker updates (industry certification, test scores, enrollment/withdrawals)                      Meeting Agenda/Minutes</p>
Hooks, Erica	ELL Compliance Specialist	<p>ELL Compliance Specialist                      Incoming Testing of identified ELL students                      Provide support and resources to teachers to support ELL students in the classroom                      WIDA Testing                      ELL program tracking (testing, updates and exit from program process)                      Any other duties as assigned by Principal</p>

Name	Position Title	Job Duties and Responsibilities
Fulford, Tanya	Staffing Specialist	IEP Documentation and Meetings Support for Learning Strategies and Self Contained classrooms
Grow, Jennifer	Other	Testing Coordinator for District and State Assessments PERT Coordinator
Morris, Monique	Dean	Supervise students before and after school, between classes and during lunches according to supervision schedule Provide after school/event supervision according to activity schedule Attend weekly administrative meetings Provide proactive discipline for referrals for students in assigned college Provide coaching for classroom teachers for level 1 infractions as necessary Participate in child study teams as necessary Implement positive behavior plan (CHAMPS) training Process level 4 infractions LOP/Attendance HERO Behavior Incentives Transportation Mentoring Any other duties as assigned by administration
Edwards Lee, Cathy	Other	Member of school administration and crisis intervention team. Facilitate development of school safety plan and ensure all staff is trained in all areas required by OCPS. Monitor threat to self and others, conducting re-entry meetings to create student mental health safety plans. Oversee student behavior and develop interventions for improvement. Communicate effectively with students, parents, administration and staff regarding student and family concerns. School contact for homelessness, bullying, foster care, substance abuse and LGBTQ programs.

**Demographic Information**

**Principal start date**

Thursday 7/16/2020, Lisa Karcinski

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

**Total number of teacher positions allocated to the school**

134

**Total number of students enrolled at the school**

2,514

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

17

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

20

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	603	614	652	563	2432
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	177	220	284	215	896
One or more suspensions	0	0	0	0	0	0	0	0	0	0	107	137	140	83	467
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	3	4	0	2	9
Course failure in Math	0	0	0	0	0	0	0	0	0	0	12	2	5	15	34
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	205	179	204	0	588
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	206	86	142	94	528
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	326	160	326	152	964

**Using the table above, complete the table below with the number of students by current grade level who have 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	210	190	242	98	740

**Using current year data, complete the table below with the number of students identified as being "retained.":**

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	6	7	1	3	17

**Date this data was collected or last updated**

Wednesday 8/10/2022

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

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

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	10	7	2	6	26

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

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

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

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	10	7	2	6	26

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	49%	51%				41%	55%	56%
ELA Learning Gains	47%						40%	53%	51%
ELA Lowest 25th Percentile	36%						33%	40%	42%
Math Achievement	35%	36%	38%				35%	43%	51%
Math Learning Gains	47%						48%	49%	48%
Math Lowest 25th Percentile	49%						48%	46%	45%
Science Achievement	64%	31%	40%				65%	70%	68%
Social Studies Achievement	76%	43%	48%				67%	73%	73%

**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

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
2022					
2019	65%	67%	-2%	67%	-2%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	69%	-3%	70%	-4%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	63%	-36%	61%	-34%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	53%	-13%	57%	-17%

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	14	27	22	22	37	38	63	48		98	72
ELL	12	36	34	22	46	50	45	43		99	83
ASN	60	66		46	60		83	79		96	92
BLK	36	45	37	29	44	46	58	74		100	84
HSP	36	44	35	34	49	56	64	74		98	81
MUL	41	60		23						100	91
PAC	42										
WHT	49	51	31	54	51	27	82	88		98	92
FRL	31	43	37	30	44	46	55	72		99	84
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	32	25	12	24	24	24	16		98	37
ELL	9	41	50	8	29	35	18	38		91	53
ASN	57	58		36	19		73	87		100	80
BLK	33	37	34	12	16	20	39	44		97	60
HSP	36	42	36	19	23	34	44	54		92	59
MUL	42	48		12	27		47	50			
WHT	53	51	50	29	27	50	64	67		98	69
FRL	30	36	36	13	16	20	37	48		96	59
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	28	27	21	43		33	54		73	23
ELL	13	26	28	25	43	47	40	29		91	41
ASN	67	64		50	61		88	83		100	63
BLK	35	39	32	30	49	48	60	66		95	36
HSP	34	32	30	35	44	43	64	59		95	53
MUL	63	50		46			83				
WHT	58	50	47	47	52	53	71	74		93	65
FRL	36	37	33	34	48	50	61	64		94	45

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0



<b>ESSA Federal Index</b>	
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	614
Total Components for the Federal Index	11
Percent Tested	98%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	42
Pacific Islander Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

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

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

For the 2021-2022 school year Ocoee reported 144 points higher than the previous year which earned us a "B" for the first time in school history. We saw an 18% increase in Math Achievement, 27% increase in Math Learning Gains, a 22 % increase in Math Learning gains for the Lower 25%, a 23% increase in College and Career Readiness, a 19% increase in Biology Achievement and a 23% increase in Social Studies Achievement.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Based off of baseline data analysis for the 2022-2023 school year, the area of ELA and Math proficiency demonstrate the greatest need for improvement for the upcoming school year.

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

Historical student assessment data in both ELA and Math and the 2022-2023 school year will be a baseline year for the new B.E.S.T standards in ELA and Math. In an effort to maintain and grow we need to implement lessons and strategies that align to the new standards.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

We saw an 18% increase in Math Achievement, 27% increase in Math Learning Gains, a 22 % increase in Math Learning gains for the Lower 25%, a 23% increase in College and Career Readiness, a 19% increase in Biology Achievement and a 23% increase in Social Studies Achievement.

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

Data driven instruction, strong PLC structures, effective lesson planning as well as professional development in scaffolding and instruction over the course of the 2021-2022 school year were the factors that most contributed to this improvement.

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

The use of B.E.S.T standards aligned instruction, collaborative activities and interactive notebooks to increase literacy and processing skills across all content areas are the strategies needed to accelerate learning.

**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.**

For the 2022-2023 school year, teachers will receive professional development opportunities on the new B.E.S.T standards, SMART goals, tracking student progress and interactive notebooks. New teachers will receive differentiated PD and select teacher will be supported through coaching cycles with our instructional coaches

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

We will provide coaching support in the areas of Reading, US History, Math and Biology to support instruction. Additional support facilitating will be available to support our ESE students. We have aligned our support facilitator schedules to common planning times across content areas . Additionally we have hand scheduled ESE and ELL students to maximize in class instructional supports.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Out of the six school grade components, ELA stands as the 2nd lowest component with assessment data showing students at a 39% proficiency level in ELA.

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Our overarching goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** By the end of the year students will show increased proficiency on the new state B.E.S.T Writing and Reading assessments.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.** Students in English Language Arts (ELA) classes will increase their literacy skills through the use of B.E.S.T standards aligned instruction, collaborative activities and interactive notes. The ELA teams will measure student progress through F.A.S.T. benchmark assessments, the use of district CRMs and utilizing student tracking protocols.

**Person responsible for monitoring outcome:** Amanda Jenkins (amanda.jenkins@ocps.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.** The evidence-based strategies being implemented for this area of focus are Marzano elements 2: Tracking Student Progress, 13: Helping Students Examine Their Reasoning and 15: Helping Students Revise Knowledge. These elements directly correlate to our goals of increasing student literacy skills across content areas.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** This strategy supports the OCPS 2025 strategic plan objectives of setting high expectations for student learning and creating a dedicated and high-quality team at Ocoee High School through:  
 - Teacher professional development programs and coaching supports  
 - The facilitation of tracking student progress

**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. Teachers will be provided professional development on implementing lesson plans aligned to the new B.E.S.T standards and other district and state resources to guide their planning.
2. The leadership team will conduct observations, provide teachers feedback as it relates to learning goals to ensure lessons reach the level of rigor required by the new standards.
3. Instructional coaches will work with teachers through coaching supports and targeted professional development. Teachers will have opportunities to participate in peer observations and whole school curriculum walks.
4. General and special education teachers will use regularly scheduled collaborative planning time to plan effective instruction and assessment for all students.
5. PLCs will review data after each district culminating task, PMAs, F.A.S.T and /or STAR assessments to inform and adjust instruction over the course of the year.
6. Teachers, coaches, AP, and mentors will conduct data chats throughout the school year for teachers and students.

**Person Responsible**

Amanda Jenkins (amanda.jenkins@ocps.net)

**#2. 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.**

Out of the six school grade components, Math stands as the lowest component with assessment data showing students at a 25% proficiency level in Math.

**Measurable Outcome:**

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

By the end of the year students will show increased proficiency on the new state B.E.S.T Algebra 1 and Geometry EOC assessments.

**Monitoring:**

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

Students in Algebra 1 and Geometry classes will increase their math literacy skills through the use of B.E.S.T standards aligned instruction, collaborative activities and interactive notes. The Math teams will measure student progress through IXL and STAR benchmark assessments utilizing student tracking protocols.

**Person responsible for monitoring outcome:**

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

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

The evidence-based strategies being implemented for this area of focus are Marzano elements 2: Tracking Student Progress, 13: Helping Students Examine Their Reasoning and 14: Helping Students Practice Skills, Strategies and Processes. These elements directly correlate to our goals of increasing student literacy skills across content areas.

**Rationale for Evidence-based Strategy:**

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

This strategy supports the OCPS 2025 strategic plan objectives of setting high expectations for student learning and creating a dedicated and high-quality team at Ocoee High School through:

- Teacher professional development programs and coaching supports
- The facilitation of tracking student progress

**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. Teachers will be provided professional development on implementing lesson plans aligned to the new B.E.S.T standards and district/state resources to guide their planning.
2. The leadership team will conduct observations, provide teachers feedback as it relates to learning goals to ensure lessons reach the level of rigor required by the new standards.
3. Instructional coaches will work with teachers through coaching supports and targeted professional development. Teachers will have opportunities to participate in peer observations and whole school curriculum walks.
4. General and special education teachers will use regularly scheduled collaborative planning time to plan effective instruction and assessment for all students.
5. PLCs will review data after each district culminating task, PMAs, F.A.S.T and /or STAR assessments to inform and adjust instruction over the course of the year.

6. Teachers, coaches, AP, and mentors will conduct data chats throughout the school year for teachers and students.

**Person Responsible**

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

**#3. ESSA Subgroup specifically relating to English Language Learners****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 seen a rise in the number of students at Ocoee High School that receive ELL support services. At the end of the 2021-2022 school year, Ocoee's ELL students ranked 9th out of 22 high schools in the district.

**Measurable Outcome:**

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

We will score above 41% on the Federal Percent of Points Index and maintain or exceed last year's ranking of 9th amongst district high schools.

**Monitoring:**

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

This area of focus will be monitored for the desired outcome through instructional classroom observations by Instructional Coaches, Assistant Principals and supporting leadership team member. PLCs will hold weekly meeting where they will monitor data and adjust lessons for the needs of students based on formative and summative assignments. Teacher have also developed class specific student tracking procedures and student will also track their progress weekly.

**Person responsible for monitoring outcome:**

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

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

The evidence-based strategies being implemented for this area of focus are Marzano elements 2: Tracking Student Progress, 25: Asking Questions of Low Expectancy Students and 14: Helping Students Practice Skills, Strategies and Processes. These elements directly correlate to our goals of increasing student literacy skills across content areas.

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

This strategy supports the OCPS 2025 strategic plan objectives of setting high expectations for student learning and creating a dedicated and high-quality team at Ocoee High School through:

- Teacher professional development programs and coaching supports
- We are an Multilingual support school and our teachers will receive PD from OCPS Multilingual Service
- The facilitation of tracking student progress

**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. LY students have been hand scheduled for and will receive additional supports in their DLA course and in-class supports from ESOL paraprofessionals in other courses.
2. Our paraprofessionals schedules are aligned to enable them to attend common planning meeting.
3. Teachers will be provided professional development on implementing lesson plans aligned to the new B.E.S.T standards and other district and state resources to guide their planning.
4. Instructional coaches will provide coaching supports and targeted PD on ESOL strategies and best practices.
5. PLCs will review data after each district culminating task, PMAs, F.A.S.T and /or STAR assessments to inform and adjust instruction over the course of the year.



6. Teachers, coaches, AP, and mentors will conduct data chats throughout the school year for teachers and students.

**Person Responsible**

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

### **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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Opportunities will be provided for teachers to feel empowered through targeted and differentiated professional development as well as continuous coaching support . A faculty focus group with administration will continue this year to ensure that all voices are heard. More attempts to energize staff by creating an environment where people enjoy coming to work, such as Friday Fellowships, creative games, friendly competition with prizes and monthly team building events.

The administrative team will make deliberate attempts to recognize students and staff who are exemplifying the characteristics associated with social emotional learning with tokens of recognition. Each administrator has to take the charge and go over the top with school spirit as it starts with leadership.

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

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

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

Dr. Lisa Karcinski

Amanda Jenkins

Erin Verhelst-Wagner

Thomas O'Brien

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

Monique Morris

Carl Holden

Pernell Croskey

Willie Anderson

SAFE Coordinator and Mental Health Counseling: Provides supports to students who are

demonstrating emotional issues or life events that interfere with their academic functioning.

Cathy Edwards-Lee  
Mental Health Counselor  
LaShawn McNeil

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

Brenda Obelar

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

Jennifer Grow

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

Billy Alderman

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

Rima Rabieh  
College and Career Coaches  
Shasaree Hendricks  
Erin Wolfgramm

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

Angela (Xan) Kahn  
Nicole Deluca  
Victoria McDonald  
Catrece Hadley

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

Emily Jackson  
Haley Hostetter  
Garett Kelly  
Angela (Xan) Kahn