

Okeechobee County School District

Tantie



2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2021-22 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 was approved by the Okeechobee County School Board on 10/11/2022.

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 social 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 a year round school, located at the Everglades Youth Academy, where the students have been committed to one of three programs: High Risk Sex Offenders (12-18 months length of stay) Maximum Risk Sex Offenders (18-36 months length of stay), and Maximum Risk Offenders (18-36 months length of stay). Our student population consists of students who are two to three levels grade levels behind their cohorts, due to dropping out due to excessive absenteeism or social promotion.

Our students do not see the benefit of attending classes, which lead to them refusing to take their state assessments or under performance on their FSA Reading, Math and End-of-Course Exams. Students who do not have the possibility of earning their Standard High School Diploma due to the lack of required credits, or the inability to meet the state testing requirements, do consider taking the GED while at the program. Older students who are two or three grade levels behind their peers, understand that by earning their GED Diplomas, they will have the opportunity to enroll in a trade school, college, or obtain reasonable employment. The educational staff at Tantie strive to provide quality educational and vocational services through offering core courses that meet the state graduation requirements, certified teaching staff, and the opportunity to earn industry certifications.

The educational staff members start the counseling process with all youth at entry, where we discuss their current academic status, grade level, previous performance, ESE status, number of credits, graduation options, tertiary education and future careers.

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

Demographic Information

Principal start date

Tuesday 11/3/2020, Rozelle Bradley

Total number of students enrolled at the school.

53

Total number of teacher positions allocated to the school.

7

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

1

Number of teachers with ESE certification?

2

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

0

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

0

Demographic Data

Early Warning Systems

2022-23

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	2	1	5	12	19	16	55
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	4	2	3	11
Course failure in Math	0	0	0	0	0	0	0	0	0	2	2	1	2	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	1	2	7	0	0	0	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	1	2	0	0	5	2	11
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	3	4	3	3	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	0	0	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 9/20/2022

2021-22 - 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	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	0
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	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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	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	0	0	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		40%	51%					44%	56%
ELA Learning Gains								44%	51%
ELA Lowest 25th Percentile								35%	42%
Math Achievement		36%	38%					38%	51%
Math Learning Gains								29%	48%
Math Lowest 25th Percentile								28%	45%
Science Achievement		33%	40%					67%	68%
Social Studies Achievement		40%	48%					59%	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
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

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

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					

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

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

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											
BLK											
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

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	1
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	4
Total Components for the Federal Index	4
Percent Tested	35%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners

Federal Index - English Language Learners	
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English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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.

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

Instructional Practice specifically relating to Student Engagement - During the FSA Spring Administration we had an increase of students who start their assessments and then refused to complete all sections of their assessments. Many student completed their assessments so fast that their chances of being successful were drastically reduced. The rationale behind their decisions are that they will never graduate because they are behind their cohort group or that they will take the GED before their return to the community.

Which data component showed the most improvement? What new actions did your school take in this area?

FSA ELA showed the most improvement, since we placed more of an emphasis on writing in the classroom. 3 Students scored a Level 3 in the 10th Grade ELA Assessment, and 4 students scored a Level 4 in the ELA Retake Assessment.

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?

Students are performing poorly on their classroom assignments and assessments, which leads to low scores on their state assessments. A large percentage of our current students, are students who have either dropped out of school, are behind their cohorts in grade level and credits, or students who started their GED Assessments before coming to the program and who just want to focus on earning their GED. Students report at entry and during their stay that they want to be in the same grade as their cohorts and graduate with them, but they are to far behind. We use Edmentum and DJJ Common Assessment as progress monitoring. We review the time that they to work on their assessments, the results of these assessments including FSA Assessments, and their response to the results.

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

Our students do not want to write more than one or two sentences. The students have a tendency to shut down when they are faced with extended responses or essays.

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

Students respond well to peer tutoring, where they have the freedom to ask questions and give answers without the fear of ridicule from their peers.

Small group instruction - will allow the instructor to focus on each individual need of the students.

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

- Learning about the Element of Engaging Instruction
- Ways to Craft and Engaging Assignment
- Seven Factors That Make Students Pay Attention to Your Teaching
- 10 Ways to Boost the Quality of Student Work

Areas of Focus:

#1. DJJ Components specifically relating to Core Courses Taught by Qualified Teachers

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

There is a critical teacher shortage across the state, and our site is suffering as well.

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

The lead educator in conjunction with the program's and district's Human Resource Manager, will hire 3 permanent teachers to teach the core subjects by the end of the 2022-2023 School Year.

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

The lead educator will provide the program's leadership, the district's leadership and HR, and DJJ with updates on the hiring process.

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.

An increase in salary for new hires.
 Reimbursement for certification expenses, such as applying for a temporary certificate, certification exams, and courses needed to obtain a Professional Certificate.

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

Our school is a year round school where the teachers do not have the

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.

Advertising vacancies on online platforms and local postings.

Person Responsible Rozelle Bradley
 (rozelle.bradley@youthopportunity.com)

Increase the previous teacher salary.

Person Responsible Rozelle Bradley
 (rozelle.bradley@youthopportunity.com)

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. DJJ Components specifically relating to Industry Certifications

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

Our students have little to no work experience and affording our students the opportunities to increase their academic knowledge and hands-on training will allow them to gain tremendous employability and marketing skills. Students who earn industry certifications increase their chances of obtaining and maintaining meaningful employment in their communities.

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

10 Students will earn their PACT and Carpentry Certifications. 6 students will earn their Small Business and Entrepreneurship Certifications.

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

Online grading book.

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.

The use of a computer-based, interactive program with instructor support.

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

Our students are growing up in a computerized environment with smart phones, tablets, computers, televisions, appliances, and vehicles. Using a teaching medium that students are familiar and comfortable with, will increase their learning, which makes

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.

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Our current students population is made up of Hispanics, Caucasian, and African-American students. 10.8% of our students population is ESE, and a great percentage of them come from economically disadvantaged communities. Our students report that they are behind their cohorts due to struggling in school, getting suspended or expelled for fighting, disrespectful behavior, and getting in trouble with the law. Getting our students to their correct grade (or as close as possible) or assist them with obtaining their high school diploma or GED, will reduce their chances of recidivism. Providing students with remediation in academic weaknesses, increasing their skills and knowledge will promote their confidence and feelings of equality in order to obtain gainful employment.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
 18/.5% of our students will earn their high school diploma or their GED Certificate, during the 2022-2023 SY.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
 The Seniors' transcripts will be reviewed at the end of each trimester, to ensure that they are on track for graduation, and ensure that they participate in all of the required state assessments.

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 provided with curriculum that matches the curriculum of their cohosst in the public schools.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.
 Many of the youth at our school are academically far behind their peers, particularly in math, science, and reading. More than half of our students enter the program having been held back or are behind multiple grade levels. About 10% of our students are ESE, the majority having exceptionalities with Specific Learning Disability or Emotional Behavior Disorder. A striking majority have repeatedly failed the end of course exams (EOC) and the FSA, often with low scores. These students need career and technical as well as academic opportunities to become career-ready and to further their educational opportunities. Students at the programs clearly have a need for a highly structured, academic and career-based program that will teach them to function in the world of work or allow them to pursue tertiary education.

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 students' transcripts, and graduation requirements each trimester.

Person Responsible Rozelle Bradley (rozelle.bradley@youthopportunity.com)

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.

#4. Other specifically relating to Percent tested

**Area of Focus
Description and
Rationale:**

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

A review of the Spring and Summer 2022 test results indicated that we had an increase in the number of students who passed one or more of their state assessments. The results were as follow:
 Three students scored a Level 3 on their 10th Grade ELA FSA and ELA FSA Retake Assessments.
 Four students scored a Level 4 on the 10th grade ELA FSA Retake Assessment.
 One student scored a Level 3 on the Geometry EOC Assessment.
 Two students scored a Level 3 and one student scored a Level 4 on the U.S History Assessment.
 One student scored a Level 3 on the Biology EOC Assessment.
 One students scored a Level 3 on the Algebra I EOC Retake.
 These students performed well, but they are only a small percentage of the number of students who tested.
 In an effort to increase our test results, we will have to increase the number of students who participate in the annual FSA Assessments.

Measurable Outcome:

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

The number of students who participate in the FSA Assessment will increase to 95% by the end of the 2022-2023 SY.

Monitoring:

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

The results of the Fall 2022, Winter 2022, Spring 2023, and Summer 2023 will be reviewed by the Lead Educator.

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.

Our students sees the testing room as a separate entity from the classroom, and therefore they do not transfer the information that they learn to the test. The ELA teacher will focus on reading and writing skill building through small group instruction, scaffolding, formal and informal writing prompts, analyzing poems, and a review of grammar.

Rationale for Evidence-based Strategy:

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

There is a disconnect between the classroom information and the test information, in where the students believe that they've never seen these questions before since it is an unfamiliar text. Our students have a history of being one to two grades behind their cohort, being socially promoted where we have a 12th grader with 1.00 credits, an 18 year old 8th grader, and have a gap in their background knowledge and what they should know. Our experience is that the students would rather act out than admit that they do not know an answer or is unable to comprehend new information, which lead to a low performance on their state assessments. The use of the above-mentioned strategies, will increase the students' classroom performance, which should lead to an increase in their state assessment performance.

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.

Teachers will increase the connection between learning the skills in reading and math and applying the principals of these skills when faced with an assessment. Teachers will relate the classroom material to what the students will see on the test and address different ways that the same question might be presented. Teachers will focus on explaining the skill to the students i.e. rules for punctuation, the use of context clues, and inform them that once they have the skill they can apply it to known and unknown text and questions. Divide students into small groups that will address a specific need, such as comprehension, inference, etc. The instructor will use different teaching methods, to provide the students with the information.

Person Responsible Rozelle Bradley (rozelle.bradley@youthopportunity.com)

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.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Parent Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Parents will be provided with a survey to provide them with the opportunity to share their opinions, and to make suggestions for the improvement of instruction and to increase the progress of their students.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Through a newsletter.

Describe how implementation will be progress monitored.

Providing parents with follow up surveys.

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.

Action Step	Person Responsible for Monitoring
Develop a survey where parents will have the opportunity to provide feedback to the staff.	Bradley, Rozelle, rozelle.bradley@youthopportunity.com