Orange County Public Schools

Apopka High

2022-23 Schoolwide Improvement Plan

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Apopka High

555 W MARTIN ST, Apopka, FL 32712

https://apopkahs.ocps.net/

Demographics

Principal: Lyle Heinz

Start Date for this Principal: 6/28/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	82%
2021-22 ESSA Subgroups Represented (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 White Students Economically Disadvantaged Students
School Grades History	2021-22: C (52%) 2018-19: B (54%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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.

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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

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

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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
Heinz, Lyle	Principal	Supervise and evaluate the Assistant Principals, instructional support personnel, and exceptional student education department. Liason for SAC/PTSA/Alumni foundation and school resource officers. Responsible for school budget and resources. Supervise and lead the Geometry team.
Bray, Tayler	Assistant Principal	Supervise and lead the US. History team. Supervise Guidance and Student services
Owens, Marcia	Assistant Principal	Supervise and lead the English Language Arts/ Literacy Department. PIE Coordinator, oversees additions volunteers, and afterschool tutoring.
Rolston Cary, Jodie	Assistant Principal	Supervise and lead the Biology team. Supervise Student Behavior
West, Kanishia	Assistant Principal	Supervise and lead the English Language Arts 9th grade team. Administrator over the inventory of the school. Create and monitor the safe school plan and conduct drills as required.
Morris , Carol	Assistant Principal	Supervise and lead the Algebra team. Maintain the facilities
Richard, Demetria	Instructional Coach	Develop PD for staff, coach individual teachers and assist faculty in pulling and analyzing data
Pickels, Katherine	Dean	Assist the reading department in lesson planning and delivery of instruction. Title IX coordinator. Monitor and assist with student behavior
Jenkins, Eddie	Dean	Student safety and interventions for behavior.
Herskovitz, Janet	Staffing Specialist	All IEP's including meetings and implementation of accommodations.
Willard, April	Instructional Media	Digital learning lead. Assist students and teachers in providing resources for all students with a focus on digital devices.

Demographic Information

Principal start date

Thursday 6/28/2018, Lyle Heinz

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.*

3

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.*

21

Total number of teacher positions allocated to the school

149

Total number of students enrolled at the school

3,523

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

32

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

24

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	10	915	867	898	766	3456
Attendance below 90 percent	0	0	0	0	0	0	0	0	10	261	316	347	276	1210
One or more suspensions	0	0	0	0	0	0	0	0	5	147	133	129	45	459
Course failure in ELA	0	0	0	0	0	0	0	0	5	22	70	53	60	210
Course failure in Math	0	0	0	0	0	0	0	0	7	26	17	78	62	190
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	235	241	258	0	735
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	2	179	338	299	91	909
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	2	211	218	145	135	711

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	9	252	327	336	124	1048

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	
Students retained two or more times	0	0	0	0	0	0	0	0	1	8	5	5	5	24

Date this data was collected or last updated

Wednesday 7/27/2022

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	53	790	904	794	808	3349
Attendance below 90 percent	0	0	0	0	0	0	0	0	35	218	250	253	202	958
One or more suspensions	0	0	0	0	0	0	0	0	8	89	73	35	31	236
Course failure in ELA	0	0	0	0	0	0	0	0	25	126	171	111	145	578
Course failure in Math	0	0	0	0	0	0	0	0	30	202	202	135	235	804
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	22	144	225	165	157	713
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	27	178	206	168	73	652
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	36	263	295	246	249	1089

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

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

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	

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	53	790	904	794	808	3349
Attendance below 90 percent	0	0	0	0	0	0	0	0	35	218	250	253	202	958
One or more suspensions	0	0	0	0	0	0	0	0	8	89	73	35	31	236
Course failure in ELA	0	0	0	0	0	0	0	0	25	126	171	111	145	578
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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	45%	49%	51%				50%	55%	56%
ELA Learning Gains	47%						47%	53%	51%
ELA Lowest 25th Percentile	35%						34%	40%	42%
Math Achievement	26%	36%	38%				35%	43%	51%
Math Learning Gains	37%						47%	49%	48%
Math Lowest 25th Percentile	47%						45%	46%	45%
Science Achievement	58%	31%	40%				70%	70%	68%
Social Studies Achievement	71%	43%	48%				65%	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	68%	67%	1%	67%	1%
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	64%	69%	-5%	70%	-6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	33%	63%	-30%	61%	-28%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	34%	53%	-19%	57%	-23%

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	11	28	29	9	27	38	20	44		89	25
ELL	8	32	29	10	28	36	32	60		95	43
ASN	78	74		62	75		94	88		100	89
BLK	38	45	40	21	35	47	53	68		97	39
HSP	36	42	28	22	34	44	49	70		97	57
MUL	69	57		29	38		67	64		100	62
WHT	60	53	45	40	42	57	73	78		98	64
FRL	32	41	34	18	32	47	42	63		96	48

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	11	35	33	5	17	23	30	24		90	26
ELL	15	37	35	14	33	50	30	28		88	37
ASN	80	64					64			100	89
BLK	41	44	30	13	23	33	48	51		94	44
HSP	38	44	34	17	21	26	54	41		91	48
MUL	58	47		21	17		78	42		93	43
WHT	61	56	42	31	26	31	72	65		96	58
FRL	37	43	33	14	22	30	49	45		93	45

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	19	36	30	22	43	43	34	37		94	24
ELL	15	26	20	30	48	42	36	43		92	38
ASN	67	56		47			94	69		100	68
BLK	42	44	30	26	42	41	60	58		98	37
HSP	42	43	34	34	48	47	64	60		96	47
MUL	63	51		50	50		80	58		100	40
WHT	61	53	40	44	52	47	82	77		96	58
FRL	41	42	32	30	46	45	63	57		96	39

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)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	564
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
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	61
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	
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	61
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	46
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?

Across the board, Apopka High showcased an increase in core content assessments in three of the four components. Math had significant learning gains and social studies had a leap in mastery scores. However, our English Language Learners (ELL) and Students with Disabilities (SWD) showed a significant gap in the mastery of content and learning gains compared to the overall population. Additionally, ESE and ELL assessment data trended below the threshold of 41% in proficiency.

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

The 2022 state assessment and progress monitoring activity indicated that our greatest need is Mathematics and English for SWD. The data shows that the majority of our SWD students were not performing at a proficient level. Subsequently, both ESE and ELL assessment data trended below the threshold of 41% in proficiency.

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

Contributing factors to the improvement include content area professional development focusing on students needing more intentional explicit and implicit opportunities to progress content. We have pinpointed specific high-yield strategies to guide students in processing content:
- Helping students revise knowledge
- Helping students examine similarities and differences
- Helping students examine their reasoning

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

The social studies scores indicated the greatest improvement with an increase of 19% proficiency.

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

The contributing factor is social studies' 19% increase were the implementation of processing strategies through targeted group instruction. Our action plan included effective planning and execution of lessons by the US History PLC.

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

The focus for the 22-23 school year will be to implement select Marzano elements to ensure the high-yield
strategies for processing content are being utilized in every classroom daily. The observation data indicates that growth is needed in activities such as helping students revise their knowledge, helping students examine similarities and differences, and helping students examine their reasoning. PLCs will meet for a minimum of twice a week to plan and identify critical strategies called for on each standard in order to deliver high-quality instruction. Administrators and coaches will visit classrooms daily and provide feedback to coach teachers to reach their highest potential.

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.

Professional development (PD) will have a progressive plan scheduled. PDs are scheduled for the first quarter and afterward will be provided based on data trends and identified needs. We will be implementing Backward Design to highlight processing and elaboration on content. Mini PDs will include PD focuses on elaborating, revising knowledge, and progressing. Teachers will also be provided with professional development twice a month. Professional development will be campus-wide and include strategies beneficial to all teachers. The second will be differentiated based on the need of the teacher. Administrators and coaches will observe classrooms and provide feedback daily to improve teaching strategies.

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

In English and Mathematics classrooms will use the 4/3 model or team teaching to provide rigorous instruction in small group settings; with engagement strategies and Specialized Designed Instruction (SDI). Teachers will use common planning and targeted checks for understanding to provide a response to intervention (RTI) in the moment based on their students' individual needs. Administration will observe and provide teachers with feedback to continuously improve their teaching model and sustain growth for the year.

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

:

#1. 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.	Our threshold for proficiency is 41% and only one of four content areas meets the threshold for proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	2021/22 SLD proficiency in ELA is 11%, mathematics 9%, science 20%, and social studies 44%. Apopka High's 2022/23 SLD proficiency goal is ELA 21%, mathematics 20%, science 30%, and social studies 50%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student data will be tracked throughout the year using SIPPs, IXL, and state progress monitoring. Common planning days will occur twice a week with planning days once a quarter to review the data and plan for RTI. The MTSS team will follow up and monitor students who need tier 2 and tier 3 interventions. Additionally, they will collaborate with teachers in ELA and Mathematics who are working on the 4/3 and team teaching models for instruction. The administration will observe and provide the teachers with feedback to continuously improve the teaching model and sustain growth for the year.
Person responsible for monitoring outcome:	Lyle Heinz (lyle.heinz@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We were focused on the overall, but now we will pinpoint critical strategies to guide students in processing content. - Helping students revise knowledge - Helping students examine similarities and differences - Helping students examine their reasoning
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	We have selected to pinpoint Marzano elements that have been identified by the state as high yields on having students process content.

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.

Targeted professional development specifically related to monitoring strategies, focused specifically on monitoring for understanding, rather than monitoring for compliance.

Person Responsible   Lyle Heinz (lyle.heinz@ocps.net)

These PD sessions will take place in whole school PD sessions led by instructional coaches.

Person Responsible   Demetria Richard (demetria.richard@ocps.net)

#2. Positive Culture and Environment specifically relating to Sense of belong	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the student panorama data students felt the sense of belonging to the school was limited to students who participated in sports.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Quarterly we will provide student surveys and we anticipate a 30% increase in the students' sense of belonging to the school.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students and faculty will participate in team building/class building activities that will build a sense of school pride and belonging. A calendar of events has been put into place to promote school pride, a sense of belonging through school entities, and celebrations using positive behavior intervention support (PBIS). We will conduct quarterly surveys to capture students' thoughts, feedback, and insight. Based on shareholders' input we will make adjustments as needed to include all students' creativity, differences, and ingenuity.
Person responsible for monitoring outcome:	Lyle Heinz (lyle.heinz@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Evidence-based strategies will include Positive School Culture and PBIS.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	We are building a Positive School Culture post-Covid so that all stakeholders feel valued, accepted, and celebrated. Additionally, we hope to reach the whole child in our classrooms and on campus by supporting them through PBIS. Our goal is for students to feel pride as we acknowledge their current status as well as their, and growth academically, and socially.

**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. Positive School Culture Team and PBIS Team (Principal, APs, Deans, and Instructional Coaches). Additionally, school clubs, sports, and guidance/ student classes will host activities

Person Responsible   Jodie Rolston Cary (jodie.rolstoncary@ocps.net)

2. Increase social media presents to include a diverse and inclusive representation of Apopka High.

Person Responsible   Katherine Pickels (katherine.pickels@ocps.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2021 - 22 school year Apopka High's ELA proficiency score was 45% this is a 2% drop compared to the previous year. Based on this we will focus on improving instructional practice to drive data driven instruction, so students are proficient in ELA at a higher level. In return improving 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 2022 - 23 school year, our goal is to have a level of 50% proficiency in ELA. Teachers will increase proficiency in lesson planning by intentionally incorporating processing and monitoring strategies to deliver content.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student data will be tracked throughout the year using exit tickets, summative assessments, and state progress monitoring. Common planning days will occur twice a week with planning days once a quarter to review the data and plan for RTI. In 10th grade ELA we are using the 4:3 model to allow teachers to pull students for interventions and reteach two periods of the day which will be data driven. Teachers have class four periods a day for instruction and then push-in interventions two period of the day. In 9th grade teachers are in the co-teacher model, so that rotations and small group intervention can be used two to three times a week to close gaps and support students.
Person responsible for monitoring outcome:	Marcia Owens (marcia.owens@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We were focused on the overall, but now we will pinpoint critical strategies to guide students in processing content. - Helping students revise knowledge - Helping students examine similarities and differences - Helping students examine their reasoning
Rationale for Evidence-based	We have selected to pinpoint Marzano elements that have been identified by the state as high yields on having students process content.

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.

Student data will be tracked throughout the year using exit tickets, summative assessments, and state progress monitoring. Teachers will be provided trainings to attend to gather a deeper understanding of teaching the BEST ELA standards and on what co-teaching models in the classroom look like. Regular data chats within the Professional Learning Community (PLC) which will be used to guide the scope and sequence, use of interventions and co-teaching models. Teachers will also collaboratively examine student work samples to monitor the implementation of professional learning and leverage digital tools for student
processing.

Person Responsible   Kanishia West (kanishia.west@ocps.net)

Coaching teachers on how to conduct a fruitful PLC that focuses on the four essential questions of a PLC. 1. What do we want students to learn? 2. How do we know that students have learned it? 3. What do we do when students don't learned it? 4. What do we do when students have learned it or already know it?

Teachers will receive one on one coaching on lesson planning and on classroom instruction strategies, processes and monitoring.

Person Responsible   Shannon Tomcykoski (shannon.tomcykoski@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.

The collaboration between Apopka High School's leadership team and stakeholders such as SAC and PTSA is utilized to determine the next steps of implementation of strategies to improve culture and climate.

The development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. We will begin the year will Student School Spirit activities before school, during lunch, and after school which will include pep rallies, Blue Darter Pride days on campus sponsored and hosted by various school clubs to build a sense of belonging for all students. The facility and staff will engage in department and team-building spirit days, PDs, and school spirit competitions. Each quarter a staff team-building event/ activity will be provided to build culture and morale. Additionally, bi-weekly we will host events/ activities on campus that celebrates diversity and inclusion across the campus. We want to strengthen and improve our students, staff, sense of community pride and belonging. These events will invite all stakeholders to come together to celebrate the diversity of our student body and the surrounding community. Subsequently, it will encourage all stakeholders to recognize this diversity as a strength.

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

We at Apopka High School believe that a strong, positive culture and environment play a critical role in the success of our students, faculty, and staff. Every stakeholder has a role in ensuring that the culture and school environment is safe, positive, and is one that cultivates learning. Our formula involves a trickle-down approach where Administrators set the tone through positive and clear communication with teachers, parents, and
students; showing value and respect to everyone, and supporting teachers so that they are more equipped to support their students. Teachers help cultivate learning through the use of social-emotional engagement strategies, and academic discourse that allows students to connect their learning styles, culture, and backgrounds to instructional content. Our partners in education (PIE) will help to support our initiatives and increase student connectivity through the services they offer.