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Orange County Preparatory Academy Charter

10250 UNIVERSITY BLVD, Orlando, FL 32817

www.orangecountyprep.com

Demographics

Principal: Teresita Nieves

Start Date for this Principal: 2/22/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	79%
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 Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: D (38%) 2018-19: C (51%) 2017-18: C (51%)
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	CSI
* 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.

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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www.orangecountyprep.com

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>79%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>79%</p>

School Grades History

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

School Board Approval

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SIP Authority

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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.

The mission of Orange County Preparatory Academy is to provide students with a challenging program which emphasizes scientific inquiry, critical thinking, understanding of mathematical concepts and effective communication using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement.

Provide the school's vision statement.

To provide opportunities for interdisciplinary learning with a challenging and rigorous curriculum that promotes effective communication and critical thinking enabling students to be well prepared for high school and in preparation for leadership in the global community

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
Nieves, Teresita	Principal	The Principal establishes and maintains an effective learning environment in the school, serves as the academic leader for the school, supervises the maintenance of all required building records and reports, evaluates and supervises school's staff, establishes and maintains relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs.
MacMurdo, Savita	Dean	The Dean handles discipline issues, as well as other responsibilities. As the Testing and ESOL Coordinator the job duties include facilitating all school and state testing for the school, ensuring that students receive proper accommodations and that proctors and administrators for the test are present. To maintain procedural safeguards required by law with respect to students, staffing, and LEP's. As the Title I Coordinator, the Dean also ensures that all compliance items are submitted in a prompt manner and that information is communicated to all stakeholders.
Ewbank, Vanessa	Instructional Coach	The Instructional Coach will support all 6-8 literacy teachers in the implementation of the site reading and curriculum plan, and all 6-8 math teachers in the implementation of the site math and curriculum plan. The Coach will work directly with teachers providing classroom-based demonstrations (via coaching cycles), collaborative and one-on-one planning and support, and facilitating teacher inquiry and related professional development as it relates to the reading content area.
Santos, Thamara	Registrar	The primary role of the registrar is to ensure that students are enrolled in the appropriate classes and to work with admin to develop the master schedule for the school.
Wozniak, Carol	Teacher, ESE	The ESE teacher will maintain the procedural safeguards required by law with respect to students, staffing, and 504's and IEPs.
Knopp, Kiara	Instructional Coach	The Instructional Coach will support all K-5 literacy teachers in the implementation of the site reading and curriculum plan, and all K-5 reading and math teachers in the implementation of the site curriculum plan. The Coach will work directly with teachers providing classroom-based demonstrations (via coaching cycles), collaborative and one-on-one planning and support, and facilitating teacher inquiry and related professional development as it relates to reading and math content areas.

Demographic Information

Principal start date

Monday 2/22/2021, Teresita Nieves

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.*

0

Total number of teacher positions allocated to the school

20

Total number of students enrolled at the school

288

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

3

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

14

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	26	35	31	31	31	29	32	38	35	0	0	0	0	288
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	9	14	11	16	8	0	0	0	0	58
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	10	15	19	25	63	53	0	0	0	185
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	

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
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

Sunday 10/9/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	7	4	11	5	5	0	0	0	0	0	35
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	8	4	25	9	0	0	32	0	0	0	89
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	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	0	
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%	57%	55%				61%	62%	61%
ELA Learning Gains	36%						57%	60%	59%
ELA Lowest 25th Percentile	19%						37%	55%	54%
Math Achievement	31%	41%	42%				43%	61%	62%
Math Learning Gains	50%						38%	60%	59%
Math Lowest 25th Percentile	50%						35%	54%	52%
Science Achievement	18%	57%	54%				58%	56%	56%
Social Studies Achievement	76%	63%	59%				70%	74%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	63%	55%	8%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	68%	57%	11%	58%	10%
Cohort Comparison		-63%				
05	2022					
	2019	60%	54%	6%	56%	4%
Cohort Comparison		-68%				
06	2022					
	2019	38%	52%	-14%	54%	-16%
Cohort Comparison		-60%				
07	2022					
	2019	57%	48%	9%	52%	5%
Cohort Comparison		-38%				
08	2022					
	2019	76%	54%	22%	56%	20%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	62%	-12%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	70%	63%	7%	64%	6%
Cohort Comparison		-50%				
05	2022					
	2019	58%	57%	1%	60%	-2%
Cohort Comparison		-70%				
06	2022					
	2019	22%	43%	-21%	55%	-33%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-58%				
07	2022					
	2019	0%	49%	-49%	54%	-54%
Cohort Comparison		-22%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	54%	-12%	53%	-11%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-42%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	43%	49%	-6%	48%	-5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	67%	22%	67%	22%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	67%	66%	1%	71%	-4%

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	21%	63%	-42%	61%	-40%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	53%	-6%	57%	-10%

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	10	14		15	14						
ELL	30	27	6	20	38		7	50			
BLK	38	45		14							
HSP	38	35	9	29	48	50	11	75			
WHT	57	41		50	63		60				
FRL	40	36	20	31	50	52	18	76	18		

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	15			15							
ELL	30	28	30	24	22						
BLK	58			25							
HSP	50	49	37	28	24	18	17	43			
WHT	59	25		50	38						
FRL	45	43	42	26	22	16	23	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	8	10		8							
ELL	32	35		20	32	18					
ASN	73			50							
BLK	72	63		52	43						
HSP	56	55	37	37	37	38	58	67	55		
WHT	62	58		55	42						
FRL	50	49	38	31	35	30	53	62	67		

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)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
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	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	38

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	54
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

After reviewing the data, stakeholders have identified reading comprehension deficiencies across all grade levels in annotating and analyzing text, making text-to-text connections, and applying analysis to broader concepts. The trends that were evident across math were that students struggled to move from basic computational skills and number concepts to more complex ideas and mathematical reasoning, including problem solving.

- 30% of ELL students scored proficient in ELA.
- 20% of ELL students scored proficient in Math.
- 10% of Students with Disabilities scored proficient in ELA.
- 15% of Students with Disabilities scored proficient in Math.
- 41% of students scored proficient in Algebra I

18% of students scored proficient in Science.
30% of students scored proficient in Biology.
74% of students scored proficient in Civics

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

The data showed a need for improvement in math foundational skills and problem solving. ELA data showed a need for improvement in reading comprehension. There were several factors that contributed to this performance, the primary component being the gaps in academic knowledge of the students. Science scores have dropped from 2019 (70%) to 2021 (27%) to 2022 (18%). We believe students' difficulty with reading comprehension affected student achievement in Science.

F.A.S.T. PM1 ELA Reading data for the 2022-2023 school year shows that 26% of students are proficient.

F.A.S.T. PM1 Mathematics data for the 2022-2023 school year shows that 6% of students are proficient. Baseline testing for Science and Civics is in progress and will be completed by 10/14/22.

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

A large contributing factor to this decline was the large number of students reading below grade level, and the absence of an additional instructional coach. Reading deficiencies in annotating and analyzing text, making text-to-text connections, and applying analysis to broader concepts also contributed. Placing a greater emphasis in reading and writing by implementing an array of effective reading strategies in non-tested social studies and elective classes will address this deficit.

The main contributing factor to the need for improvement in mathematics was that the majority of our students were below grade level and the absence of support from an additional instructional coach. Stakeholders correlate math deficiencies (lack of foundational basic skills, expressions and equations), as well as reading comprehension deficiencies with the ability to problem solve and apply mathematical knowledge to new situations. Placing a greater emphasis on problem solving by using reading strategies will address this deficit.

The main contributing factor to the need for improvement in science was student difficulties using reading comprehension strategies in the content area of science. Students returning after the COVID shutdown were well below grade level in reading which affected all content areas.

Certified teachers were hired for Reading and Math positions this school year, along with another Instructional Coach who will meet weekly with both teachers to support with data-based planning. The teacher hired for Science is currently working toward certification for Middle School Science. Teachers will meet weekly with administration to review progress monitoring data and adjust instructional decision making.

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

50% of students made learning gains in Mathematics on the Spring 2022 state assessment.
74% of students were proficient in Civics.

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

Our focus for interventions in 2021-2022 for Mathematics was foundational skills and problem solving. We scheduled 10-minute review rotations in middle school math classes using the principal, substitute, and a volunteer for a total of 30 minutes each class, prior to the main lesson. These review sessions targeted foundational skills or prerequisites for on-level lessons, that were shown to be areas of need based on progress monitoring on Successmaker. The instructional coach also pulled small groups of math students during electives to work on foundational skills.

Our focus for ELA was reading comprehension skills. The instructional coach supported instruction by creating lesson plans, modeling lessons, and co-teaching during intensive reading classes. The instructional coach also pulled small groups of students during electives to work on reading comprehension skills.

Both groups were progress monitored using Successmaker for Math and iLit45 for Reading. Completion of assignments was incentivized through goal setting and rewards for meeting their group and individual goals.

The Civics teacher met with administration weekly for data-based lesson planning and training on using curriculum materials. Students were exposed to interaction and hands-on lessons using iCivics materials. Students were progress monitored monthly for standards mastery.

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

In order to accelerate learning and reach proficiency, OCPA has added a second instructional coach and a paraprofessional/interventionist to assist with the process. Targeted interventions will be provided in order to support students in making learning gains towards proficiency. A paraprofessional/interventionist will be scheduled into the lower performing math and the intensive reading classes to work with small groups. The instructional coaches will pull small groups and help teachers plan for and implement the use of core curriculum and high-yield strategies. Teachers also provide extended day after school tutoring for both math and reading.

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.

Continuing professional development will be provided by the Savvas company for SuccessMaker and iLit45.

Teachers will receive in-house professional development on how to use SuccessMaker and iLit45 reports to make data-based instructional decisions, how to use student data chats for goal setting, and how to use ESOL strategies to increase student achievement. Specific in-house professional development includes collective teacher efficacy, data-based decision making and instruction, differentiated instruction, cooperative learning structures, and the refinement of the MTSS process. Additionally, Instructional Coaches will provide regularly occurring professional development that focuses specifically on high-yield strategies as identified by Marzano and John Hattie's Visible Learning Research.

The Civics teacher will continue to meet with administration for data chats. Weekly progress monitoring will use teacher made tests from iCivics, as well as quarterly using in house benchmark assessments provided by the curriculum team.

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

This year we have an additional paraprofessional that will provide instructional support to middle school intensive reading and regular math classes. We qualify for a UniSIG grant this year, and we plan to use the additional funds to hire two additional paraprofessionals to increase the frequency of support. We will also use the funds to hire an additional instructional coach that will focus on supporting the interventionists, as well as support teachers with on-level differentiation strategies for the regular ELA and Math classroom. The instructional coach will meet also meet with the middle school Science teacher to support in data based planning, provide coaching support, and training with curriculum resources.

Areas of Focus

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

:

#1. Transformational Leadership specifically relating to Teacher Recruitment and Retention

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

Teacher turnover has negatively impacted student achievement.

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

80% retention of teachers for next year.

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

We will administer a compassion satisfaction/compassion fatigue survey in September, January, and May. Survey results will show that 80% of teachers fall into the compassion satisfaction category. Teacher recommitment forms in March will show that 80% of teachers plan to return the following year.

Person responsible for monitoring outcome:

Teresita Nieves (teresita.nieves@ocps.net)

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

Transformational leadership requires a team oriented approach to create the best possible results. Coaching is essential to creating positive relationships. Teacher retention is an important factor in student achievement. Research shows that the most effective way to increase teacher retention is to increase support for new teachers, including teacher development, mentoring, and administrative support. The Compassion Satisfaction/Fatigue survey is a useful tool to determine if employees are in need of additional support.

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

The majority of our teachers are brand new to the profession this school year. Increasing support for new teachers will increase teacher retention. Instructional coaches can provide targeted support through the coaching cycle. The New Educator Support System (NESS) is run by our instructional coach and also provides new teachers with mentors.

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. Weekly teacher moral boosting activities, SEL lessons, incentives

Person Responsible Teresita Nieves (teresita.nieves@ocps.net)

2. Curriculum support provided by instructional coaches.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

3. Monthly PDs based on teacher interest

Person Responsible Kiara Knopp (kknopp@charterk12.com)

4. Use survey results to target teachers that need extra support.

Person Responsible Teresita Nieves (teresita.nieves@ocps.net)

#2. 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.

An area of focus for the 2022-2023 school year will be to increase ELL learning gains, as only 27% of ELLs made learning gains in ELA last year; and only 38% of ELLs made learning gains in Math last year. ELL achievement fell below the federal index for 2021-2022 school year at 30% in ELA and 20% in Math. 18% of students scored proficient in Science.

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

35% of ELLs will make learning gains in ELA; 50% of ELLs will make learning gains in Math.

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

Students will be monitored with the general population (iLitELL and F.A.S.T. PM), but in addition, they will be monitored with formative assessments using SuccessMaker data for Math and iLit45 data for Reading.

Person responsible for monitoring outcome:

Teresita Nieves (teresita.nieves@ocps.net)

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

There are three main strategies that will be the focus of ELL instruction for the school year. These are: developing basic phonemic awareness. developing basic encoding skills with explicit instruction and promoting reading fluency. The following curriculum and supplemental curriculum materials will e used: iLitELL for Reading, Envisions ELLs for math, and Elevate ELLs for science.

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

The basic evidence-based strategies listed above are the basic building blocks for ELL learners to form a sustained and solid relationship with the English language. The basics of language combined with an in-context approach to vocabulary acquisition will allow students to build fluency and comprehension.

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.

Provide professional development to teachers on the iLitELL program, Envisions (math), and Elevate (science) as they relate to ESOL instruction.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Provide extensive in-house professional development for all teachers and interventionists with a focus on instructional strategies for ELL students.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Monitor weekly usage of students on SuccessMaker and iLitELL

Person Responsible [no one identified]

Track the progress of ELL students as they progress through baseline and benchmark testing, providing intervention support when needed during small group instruction.

Person Responsible Savita MacMurdo (smacmurdo@charterk12.com)

Based on data and teacher feedback, interventionist will plan remediation lessons with the teacher and instructional reading coach to work with students in small group to remediate deficiencies. Targeted interventions will be provided by a paraprofessional assigned to push-in during middle school intensive reading and regular math on Mondays, Wednesdays, and Fridays. The paraprofessional will also pull small groups during electives. Title I interventionist will pull small groups during MTSS time; UniSIG grant will be used to fund additional interventionists for middle school.

Person Responsible Savita MacMurdo (smacmurdo@charterk12.com)

Walkthrough observations will be done by administration during push-in and pull-out interventions.

Person Responsible Savita MacMurdo (smacmurdo@charterk12.com)

#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.

ELA was identified as a critical needs area based on the data because our ELA achievement scores were on average 22% percentage points below the district. The focus here will be to help teachers to make informed decisions when designing instruction using individual student data and item specifications. Additionally, the focus will be to help teachers to understand how to use the standards and data to target specific deficiencies that will aid in raising the overall ELA achievement. The majority of our teachers are brand new, having just graduated from college or switching careers. Based on teacher feedback to the instructional coach, they require support in recognizing the cause and effect relationship between effective instruction on academic standards and student performance.

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

Orange County Preparatory Academy will increase proficiency from 40% to 55% proficiency in ELA.

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

The area will be monitored using iLit45, and our Baseline and Progress Monitoring testing will be completed via F.A.S.T. PM testing. Monitoring will also take place during common lesson planning to ensure teachers understand the B.E.S.T. standards.. We will meet weekly to compare topic test retake scores to original topic test scores to look for increases. We will also use the reflection page of the data protocol summary to focus on positive connections between standards based instruction and student achievement.

Person responsible for monitoring outcome:

Teresita Nieves (teresita.nieves@ocps.net)

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

Teachers will learn to develop targeted instruction using data as well as the standards and item specifications for the tests. Teachers will use all of this information in the planning process to provide specific and informed instruction. Teachers in all areas will learn to incorporate vocabulary and comprehension strategies into all content areas to help reading strategies across the curriculum. Evidence-based strategies that will be implemented include, but are not limited to differentiated instruction, multiple opportunities for reading (both academic and for pleasure), and integrating reading across the curricula.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific

Understanding the "why" and the "how" of data driven instruction is paramount when applying this strategy in schools. Teachers must also be able to differentiate what students do as well as what they need to master based upon item specifications. Once implemented, there must be support for teachers in instruction and developing remediation plans. Teachers and students must learn to invest in this process. Education in terms of item specification is necessary for teachers to be able to create formative and

strategy.

Describe the resources/ criteria used for selecting this strategy. summative assessments. Additionally, small group instruction to accommodate students at different skill levels is critical. Building the capacity of teacher as it relates to their content knowledge will be critical and is enhanced through professional development opportunities that emphasize research-based reading instruction.

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 receive Professional Development from the Savaas company on the use of iLit45.

Person Responsible Teresita Nieves (teresita.nieves@ocps.net)

Teachers will continue to learn about the B.E.S.T. standards and use their data and their knowledge of the standard to plan specifically to target student growth for the standards and its subsequent sub-standards using curriculum-based practices. Initial training was facilitated by the administrative team and the instructional coach.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Teachers work through the planning process during planning periods and grade level meetings with the administrative team and Instructional Coach.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Progress monitoring and frequent formative assessment takes place targeting the specific standard that is being taught and reviewed in class. These assessments are created and administered using iLit45. Savvas topic tests and retakes will also be compared for standards mastery.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Based on data and teacher feedback, interventionist will plan remediation lessons with the teacher and instructional coach to work with students in small group to remediate deficiencies.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Teachers will complete the Data Protocol Summary, focusing on positive connections, and make decisions about their instruction for reteaching and differentiated groups.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Administration will conduct walkthroughs to look for evidence of the data-based decisions and provide feedback.

Person Responsible Teresita Nieves (teresita.nieves@ocps.net)

#4. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale: Math was identified as a critical needs area based on the data because the math achievement scores were on average 30% percentage points below the district. The focus here will be to help teachers to make informed decisions when designing instruction using individual student data and item specifications.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: Orange County Preparatory Academy plans to increase proficiency from 31% to 55% proficiency in math.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: This area will be monitored using SuccessMaker (adaptive progress monitoring) and our Baseline and Progress Monitoring testing will be completed via F.A.S.T. PM testing. Monitoring will also take place during common lesson planning to ensure teachers understand the standards.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Teresita Nieves (teresita.nieves@ocps.net)

Evidence-based Strategy: Evidence-based research indicates the need for standards-based learning helps define the depth of mathematical processes, allowing students to truly understand mathematical concepts rather than traditional shallow teachings in the past. The strategies that the school will implement include. but are not limited to differentiated instructions, flexible grouping, on-going progress monitoring and intervention.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: By educating teachers on the B.E.S.T. Standards, they will be provided with the tools to be able to clearly identify the skills students need to master each standard. Increasing teacher capacity in the structure of guided and independent practice will also allow for more specific instruction. Constant progress monitoring will help to identify the measure of success of the teacher and the students. Differentiated classroom instruction, flexible grouping, and immediate intervention for students who are not mastering math standards give students the individual instruction they need to succeed in math. Teacher collaboration, within and across grade levels, acknowledges the importance of year to-year continuity in mathematics instruction. The quality of math teachers, particularly with regard to their content knowledge of mathematics, is critically important.
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.

Teachers will have professional development on the use of Successmaker from the company, Savvas.
Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Teachers will continue to learn about the B.E.S.T. standards and use their data and their knowledge of the standard to plan specifically to target student growth for the standards and its subsequent sub-standards using curriculum-based practices. Initial training was facilitated by the administrative team and the instructional coach.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

There will be professional development to help teachers in preparing guided and independent practice to target learning. Teachers will develop their feedback skills to aid students in the ability to verbalize their mathematical processes and aid students in their ability to understand their own data and goals.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Teachers work through the planning process during planning periods and grade level meetings with the administrative team and Instructional Coach. These meetings will be held weekly.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Progress monitoring and frequent formative assessment takes place targeting the specific standard that is being taught and reviewed in class. These assessments are administered using SAVVAS Envisions and SAVVAS SuccessMaker.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Based on data and teacher feedback, interventionist will plan remediation lessons with the teacher and instructional coach to work with students in small group to remediate deficiencies

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

#5. 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.

Students with disabilities achievement fell far below the federal threshold of 41% for the 2021-2022 school year with an achievement percentage of only 10%.

Measurable Outcome:

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

Students with disabilities will increase learning gains from 14% to 25% to work towards meeting the federal threshold of 41% achievement for the 2022-2023 school year.

Monitoring:

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

Students will be monitored with curriculum-based formative and summative assessments including the F.A.S.T. PM testing.

Person responsible for monitoring outcome:

Teresita Nieves (teresita.nieves@ocps.net)

Evidence-based Strategy:

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

Teachers must not only know the theories behind the practices of teaching students with disabilities, but they must be able to practice how to apply these practices in an academic setting. Teachers must learn how to plan assignments in different ways, read and apply IEP accommodations, and collaborate with ESE teachers to design targeted instruction.

Rationale for Evidence-based Strategy:

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

The ability to make a classroom more inclusive for students with disabilities sets these students up for success. To be able to reach learners through different approaches in learning styles and by helping them to meet and create measurable and attainable goals helps their learning process and can lead to higher achievement levels

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.

In-house professional development during pre-planning where teachers become more familiar with the different types of accommodations and how these can be applied successfully in different lessons. This PD also includes how to differentiate small group instruction for SWD, led by the ESE team at Orange County Preparatory Academy.

Person Responsible

Carol Wozniak (cwozniak@charterk12.com)

Lesson plans will be monitored weekly for ESE accommodations and these will be juxtaposed with the implementation of the accommodations in the classroom during weekly walkthroughs.

Person Responsible

Teresita Nieves (teresita.nieves@ocps.net)

SWD will be monitored as a separate data group for in-class summative and benchmark assessments to ensure that needs are being met appropriately and progress is being made.

Person Responsible Carol Wozniak (cwozniak@charterk12.com)

#6. Instructional Practice specifically relating to Science

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

48% of 5th grade students scored proficient on the Both 5th and 8th grade students scored lowest in the content area of Nature of Science with an average of 60% for 5th grade and 36% for 8th grade.

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

Orange County Preparatory Academy will increase proficiency from 60% to 65% proficiency for 5th grade science and from 36% to 55% proficiency in 8th grade Science.

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

The area will be monitored using topic tests and quarterly progress monitoring assessments from our Savvas curriculum for science, Elevate. Monitoring will also take place during common lesson planning to ensure teachers understand the NGSSS and item specifications. We will meet weekly for data chats to review topic test data and make data based lesson planning decisions. We will also use the reflection page of the data protocol summary to focus on positive connections between standards based instruction and student achievement.

Person responsible for monitoring outcome:

Teresita Nieves (teresita.nieves@ocps.net)

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

Teachers will learn to develop targeted instruction using data as well as the standards and item specifications for the tests. Teachers will use all of this information in the planning process to provide specific and informed instruction. Science teachers incorporate vocabulary and comprehension strategies into science lessons to help students use reading strategies to increase achievement in science. Evidence-based strategies that will be implemented include, but are not limited to differentiated instruction and integrating reading across strategies in science, and on-going progress monitoring.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

Understanding the "why" and the "how" of data driven instruction is paramount when applying this strategy in schools. Teachers must also be able to differentiate what students do as well as what they need to master based upon item specifications. Once implemented, there must be support for teachers in instruction and developing remediation plans. Teachers and students must learn to invest in this process. Education in terms of item specification is necessary for teachers to be able to create formative and summative assessments. Additionally, small group instruction to accommodate

Describe the resources/ criteria used for selecting this strategy.

students at different skill levels is critical. Building the capacity of teacher as it relates to their content knowledge will be critical and is enhanced through professional development opportunities that emphasize research-based instruction.

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 receive Professional Development from the Savaas company on the use of Elevate science curriculum materials.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Teachers will learn about the NGSSS science standards and use their data and their knowledge of the standard to plan specifically to target student growth for the standards and its subsequent sub-standards using curriculum-based practices. Initial training was facilitated by the administrative team and the instructional coach.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Based on data and teacher feedback, interventionist will plan remediation lessons with the teacher and instructional coach to work with students in small group to remediate deficiencies.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Teachers will complete the Data Protocol Summary, focusing on positive connections, and make decisions about their instruction for reteaching and differentiated groups.

Person Responsible Vanessa Ewbank (vewbank@charterk12.com)

Administration will conduct walkthroughs to look for evidence of the data-based decisions and provide feedback.

Person Responsible Teresita Nieves (teresita.nieves@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.

Orange County Preparatory Academy has created two new positions: Registrar, which is now separate from the Office Manager, and the Dean of Curriculum. We have hired a new ESE teacher/Staffing Specialist and

a new Facilities Manager, as well. All positions are on the designated Safe Team. All members meet on a regular basis to discuss safety protocols and to address areas in need of improvement. All school personnel participate in training on all safety policies and procedures prior to the start of each school year. This includes emergency procedures which are in place for evacuation, fires, weather, and dangerous intruders. These procedures are practiced throughout the year to ensure that everyone knows what to do and where to go.

At morning arrival and afternoon dismissal times, school staff members are posted at strategic locations through the school. All exterior doors remain locked during school hours. In order for visitors to enter the building, they must stop at the main office, sign in at the reception desk, and show valid identification where their ID is scanned through Raptor system. The system detects if the visitor has any legal issues that would not allow the visitor to enter the building. Students are also encouraged to report any and all incidents, suspicions, and rumors so that administration can follow up with an investigation.

The teachers post and discuss their class rules and discuss school expectations. All persons on campus are aware that OCPA has a zero tolerance for bullying.

Orange County Preparatory Academy implements PARR which is a positive behavior model that motivates students to perform to their fullest potential. All school stakeholders are made aware of the school-wide process and expectations through grade-level assemblies, the Student Handbook, the Student Code of Conduct, and classroom rules which are posted throughout the school, inside each classroom.

The school utilizes established protocols to address disciplinary incidents which include a progression from verbal warnings, parent conferences, and detentions. A central component of this progression includes ongoing communication with the parents/guardians to include them in the implementation of the school-wide behavioral system. Teachers are expected to communicate with parents in order to share positive news much more so than negative news. This is especially important with students that have been identified as having past discipline issues.

Parents are invited to Citizenship Award assemblies, which are presented at the quarterly Honor Roll Assemblies. Students are recognized as "Students of the Month" for exhibiting monthly character traits each month with a special breakfast, and their pictures are posted in the main office on the PTSO bulletin board.

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

Orange County Preparatory Academy (OCPA) hosts a variety of activities to facilitate the home-school connection in an effort to connect with the parents and students of the learning community. This connection begins prior to the start of each academic year with a "Meet and Greet" event which is scheduled the week before school begins. During this event, parents and students have a chance to preview their class schedules and meet their assigned teachers prior to the opening day of school. There are also opportunities for families and staff to connect during the annual Open House Night, monthly Parent Academy Night sessions for parents, and mandatory parent conference meetings to address academic achievement, behavioral, and/or social concerns as necessary. Parents and students are nominated and elected to serve on the OCPA School Advisory Council (SAC) which reviews and approves the annual School Improvement Plan.

The Parent Teacher Student Organization (PTSO) is an integral component of the school community in creating and maintaining a positive relationship between the teachers, parents, and students. The PTSO holds meetings on the fourth Thursday of each month, and these meetings coincide with mini workshops for parents on how to improve student achievement at home. OCPA also builds the relationships between teachers and students through the use of technology. In addition to communication posts through social media on the OCPA Instagram and Facebook pages, school information is updated daily and posted on the OCPA website. School leadership will also create a monthly newsletter which will also be posted on the

school website. In order to closely monitor their children's academic achievement, parents are provided with access to the OCPS parent portal and PowerSchool Gradebook. Student achievement and positive citizenship is celebrated through individual classroom teacher awards, "Student of the Month" activities, and quarterly Honor Roll assemblies. The PTSO is gathering a volunteer database of parents and other community stakeholders that can donate their time and talent to help students in reading, math, and science through small group activities, hands-on experiments, special presentations, and club sponsorships.

OCPA facilitates a systematic process by which the school learns about students' cultures. Diversity among students are recognized and celebrated through focused lessons on Hispanic Heritage, Black History, Holocaust, and Women's History. OCPA employs a Multi-Tiered System of Supports process to ensure that the social-emotional needs of all students are being met. The School Support Team (SST) is responsible for making sure the process is implemented with fidelity to meet the needs of its diverse student population. The SST includes a Special Needs teacher, program specialist, OCPS Mental Health team, and a speech language pathologist. Having the mental health team on campus every Monday provides a resource for students to talk about any issues they have, as well as providing relevant information and education on social issues. The mental health team also provides counseling, mentoring, and additional student services depending on need. Classroom lessons related to bullying, social media, and tolerance for individual differences are scheduled for each grade level. Students also have access to clubs and athletics so they can find a niche and remain motivated to excel in class as well.