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Ocoee High

1925 OCOEE CROWN POINT PKWY, Ocoee, FL 34761

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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

Name	Position Title	Job Duties and Responsibilities
		Responsibilities Acceleration Rate (CTE) Supervisor World Languages Supervisor - AFJROTC Supervisor - Performing Arts Supervisor- School Clerks Supervisor Digital Curriculum Digital Initiative/Inventory/Textbooks Facilities Grade Verification - CTE/ World Languages/Performing Arts/JROTC Supervisor of Media Center and TSR
Green, Renee	Assistant Principal	Supervisor Science Supervisor ESE Supervisor Art Supervisor Physical Education Field Trips Tutoring SAC Clinic Grade Verification - Science / ESE / Art / PE Interventions - Biology Athletics
Kahn, Angela	Instructional Coach	New Teacher Mentor Lead Assist in the orientation of new teachers to include classroom visitation and regular monthly meetings and individual support Teacher Certification Track and submit inservice records and points for school faculty Intern Assignments Pre-Planning/ Professional Development Attend meetings necessary for the efficient operation of the school and curriculum development embedded to classrooms daily Provide support and resources including intervention, accommodations and strategies to match instructional needs of school staff and students Model and coach effective instructional techniques Communicate resources and needs to the Principal Conduct and facilitate coaching cycles for identified staff members Any other duties as assigned by Principal
Rabieh, Rima	Dean	504 Documentation and Meetings Honor Roll Celebration Coordinator- Each 9 Weeks Take the lead and support district and school student services initiatives Social Media/Website Pre-Planning/ Professional Development

Name	Position Title	Job Duties and Responsibilities
		<p>Ensure that any Student Services Documentation and/or News that Changes (NEW or outdated information) is communicated to for School Website (prepared for publishing) to change</p> <p>Below 2.0 Student Support Initiative Lead</p> <p>MTSS Student Services Lead Representative</p> <p>Underclassman Cohort Tracker updates (industry certification, test scores, enrollment/withdrawals)</p> <p>Meeting Agenda/Minutes</p>
<p>Hadley, Catrece</p>	<p>Instructional Coach</p>	<p>Attend meetings necessary for the efficient operation of the school and curriculum development</p> <p>Visit classrooms in the department weekly</p> <p>Self initiate and identify research, implementation and communication of best practices in math for the school and classroom needs.</p> <p>Build a working relationship with feeder middle schools to establish effective continuum plan</p> <p>Provide support and resources including intervention, accommodations and strategies to match instructional needs</p> <p>Model and coach effective math related instruction techniques</p> <p>Communicate resources and needs to the Principal</p> <p>Monitor lowest 25% of math students</p>
<p>McDonald, Victoria</p>	<p>Instructional Coach</p>	<p>Attend meetings necessary for the efficient operation of the school and curriculum development embedded to classrooms daily</p> <p>Build a working relationship with feeder middle schools to establish effective continuum plan</p> <p>Provide support and resources including intervention, accommodations and strategies to match instructional needs of reading students</p> <p>MTSS Team</p> <p>Model and coach effective literacy instruction techniques</p> <p>Communicate resources and needs to the Principal</p> <p>Establish and implement a plan with systematic checkpoints for progress monitoring in reading</p> <p>Khan Academy</p> <p>Any other duties as assigned by Principal</p>
<p>Dancy, Donisha</p>	<p>ELL Compliance Specialist</p>	<p>ELL Compliance Specialist</p> <p>Incoming Testing of identified ELL students</p> <p>Provide support and resources to teachers to support ELL students in the classroom</p> <p>WIDA Testing</p> <p>ELL program tracking (testing, updates and exit from</p>

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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Ocoee High School leadership teams meet weekly to discuss school improvement needs. Leadership then meets with PLC groups biweekly to discuss data, trends, and needed focuses. Assessing administrators will meet with department leads, and leads will then meet with their departments monthly. Ocoee High School communicates with stakeholders regularly via weekly electronic school newsletters, Principal messages via Connect Orange, social media posts, and monthly SAC meetings.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Ocoee High School will monitor for effective implementation and impact through the use of classroom walkthroughs, student progress monitoring, common planning minutes/input, staff feedback, and parental and community input. Data is review weekly during leadership direct report meeting to discuss successes, needs, and determine necessary instructional adjustments.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) Pacific Islander Students (PAC) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	49	50	39	49	51	38		
ELA Learning Gains				47			42		
ELA Lowest 25th Percentile				36			37		
Math Achievement*	26	34	38	35	36	38	17		
Math Learning Gains				47			20		
Math Lowest 25th Percentile				49			27		
Science Achievement*	55	66	64	64	31	40	45		
Social Studies Achievement*	73	66	66	76	43	48	54		
Middle School Acceleration					44	44			
Graduation Rate	99	87	89	99	62	61	97		
College and Career Acceleration	86	65	65	86	70	67	63		
ELP Progress	41	45	45	36			37		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	99

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	614
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	99

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	51			
AMI				
ASN	71			
BLK	60			
HSP	58			
MUL	76			
PAC	60			
WHT	72			
FRL	58			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL	46			
AMI				
ASN	73			
BLK	54			
HSP	55			
MUL	63			
PAC	42			
WHT	62			
FRL	53			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			26			55	73		99	86	41
SWD	18			16			24	58		65	6	
ELL	23			16			40	58		83	7	41
AMI												
ASN	58			30			58	81		100	6	
BLK	42			26			54	72		77	7	48
HSP	44			20			46	69		92	7	34
MUL	74			53			83	67		79	6	
PAC	60										1	
WHT	54			35			65	85		93	6	
FRL	41			22			48	69		84	7	43

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	39	47	36	35	47	49	64	76		99	86	36
SWD	14	27	22	22	37	38	63	48		98	72	
ELL	12	36	34	22	46	50	45	43		99	83	36
AMI												
ASN	60	66		46	60		83	79		96	92	
BLK	36	45	37	29	44	46	58	74		100	84	44
HSP	36	44	35	34	49	56	64	74		98	81	31
MUL	41	60		23						100	91	
PAC	42											
WHT	49	51	31	54	51	27	82	88		98	92	
FRL	31	43	37	30	44	46	55	72		99	84	40

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	38	42	37	17	20	27	45	54		97	63	37
SWD	17	32	25	12	24	24	24	16		98	37	
ELL	9	41	50	8	29	35	18	38		91	53	37
AMI												
ASN	57	58		36	19		73	87		100	80	
BLK	33	37	34	12	16	20	39	44		97	60	31
HSP	36	42	36	19	23	34	44	54		92	59	43
MUL	42	48		12	27		47	50				
PAC												
WHT	53	51	50	29	27	50	64	67		98	69	
FRL	30	36	36	13	16	20	37	48		96	59	28

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	47%	49%	-2%	50%	-3%
09	2023 - Spring	43%	46%	-3%	48%	-5%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	47%	-25%	50%	-28%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	45%	-11%	48%	-14%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	63%	-11%	63%	-11%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	62%	12%	63%	11%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

For the 2022-2023 school year, Ocoee earned points increased from 58% earned to 65% earned. In English Language Arts and U.S. History, English Language Learners and Students with Disabilities achieved greater success than in the past. Ocoee finished the 2022-2023 school year in a position to rank eighth among high schools, up from seventeenth previously.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The most significant decline from the previous year was in mathematics. Previous proficiency gaps and new state standards and assessments for students and instructors contributed to this decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Upon examination of the 2023 Spring Assessment data from the Florida DOE, the data component with the most significant disparity between it and the state average was Mathematics, specifically Algebra 1 achievement. Students with long-term skill gaps and the implementation of new state standards and assessments during the 2022-2023 school year contributed to this achievement gap.

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

English Language Arts and College and Career Readiness rates improved the most during the past school year. This year's actions included data-driven instruction, robust PLC structures, efficient lesson planning, and professional development in scaffolding and instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern include learning gain for Mathematics with a focus on students in the bottom quartile and students who exhibit early warning signs (Academic, Behavior, and Attendance).

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Mathematics learning gains with a specific focus on students in the lowest quartile.
Students with Disabilities exceeding a proficiency rate of 41%.
Positive Culture and Environment for our students.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The State of Florida has implemented the new B.E.S.T state standards and assessments. After baseline results from the 2022-2023 school year, mathematics is an area of needed growth for our students.

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 school year, 49% students in the lowest quartile will demonstrate a learning gain.

Monitoring:

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

Students in Algebra 1 and Geometry classes will increase their math literacy skills through the use of B.E.S.T standards aligned instruction, close read and annotation strategies, collaborative thinking activities aligned to the state Mathematical Thinking and Reasoning standards, and the continued use of interactive notebooks, and progress through IXL and STAR benchmark assessments utilizing student tracking protocols.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will continue to be provided professional development on implementing lesson plans aligned to the new B.E.S.T standards and district/state resources to guide their planning.
2. The leadership team will conduct observations and provide teachers actionable feedback as it relates to

learning goals to ensure lessons reach the level of rigor required by the new standards.

3. Instructional coaches will work with teachers through coaching supports and targeted professional development. Teachers will have opportunities to participate in peer observations and whole school curriculum walks.

4. General and special education teachers will use regularly scheduled collaborative planning time to plan effective instruction and assessment for all students.

5. PLCs will review data after each district culminating task and STAR assessments to inform and adjust instruction over the course of the year.

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

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

By When: May 1, 2024.

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We have seen a rise in the number of english language learners and students with IEPs at who receive support facilitation services.

Measurable Outcome:

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

English language learners (ELL) and students with disabilities (SWD) will score at or above 41% on the Federal Percent of Points Index.

Monitoring:

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

This area of focus will be monitored for the desired outcome through instructional classroom observations by Instructional Coaches, Assistant Principals and supporting leadership team member. PLCs will hold weekly meetings where they will monitor data and adjust lessons for the needs of students based on formative and summative assignments. Our school Staffing Specialist will review teacher input forms and support services logs to ensure students are receiving their required support.

Person responsible for monitoring outcome:

Renee Green (renee.green@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. SWD and ELL students have been hand scheduled and will receive in-class supports, per their IEPs and EPs, from our support facilitation teachers and paraprofessionals.

2. Our support facilitation teachers and paraprofessionals schedules are aligned to enable them to attend common planning meetings.
3. Teachers will be provided professional development on implementing lesson plans aligned to the new B.E.S.T standards and other district and state resources to guide their planning.
4. Instructional coaches will provide coaching supports and targeted PD on best practice strategies for Students With Disabilities.
5. PLCs will review data after each district culminating task, PMAs, F.A.S.T and /or STAR assessments to inform and adjust instruction over the course of the year.

Person Responsible: Renee Green (renee.green@ocps.net)

By When: May 1, 2024

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To maintain a high level of graduation ready students and prepare our students for a promising and successful future, Ocoee High School has developed a multitiered system of supports for students and families.

Measurable Outcome:

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

All students who exhibit early warning signs (Academic, Behavior, and Attendance) will be assigned a mentor, monitored routinely, and provided any additional necessary supports to ensure that they graduate and are prepared for postsecondary education or the workforce.

Monitoring:

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

All students who are identified with an early warning indicators are assigned a mentor. These mentors meet weekly with their students. Our MTSS team meets weekly to discuss all identified students, meeting outcomes and create plans for student supports, interventions and wrap around services.

Person responsible for monitoring outcome:

Lisa Karcinski (lisa.karcinski@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategies being implemented for this area of focus are Marzano elements 2: Tracking Student Progress, 13:Helping Students Examine Their Reasoning, 25: Asking Questions of Low Expectancy Students, and 19: Applying Consequences for Lack of Adherence to Rules and Procedures.

These elements directly correlate to our goals of all students graduating from Ocoee High School

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy supports the OCPS 2025 strategic plan objectives of setting high expectations for student learning, supporting student resiliency and creation of a positive school climate for students at Ocoee High School.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 mentor meetings.
2. Weekly MTSS team meetings.

3. Consistent communication with students and families.
4. Support interventions and wrap around services.

Person Responsible: Lisa Karcinski (lisa.karcinski@ocps.net)

By When: May 1, 2024.