

Orange County Public Schools

Orange County Preparatory Academy



2020-21 Schoolwide Improvement Plan

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Orange County Preparatory Academy Charter

10250 UNIVERSITY BLVD, Orlando, FL 32817

www.orangecountyprep.com

Demographics

Principal: Chentella Graham

Start Date for this Principal: 7/15/2019

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: C (51%) 2017-18: C (51%) 2016-17: C (50%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

N/A

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.

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

The vision for Orange County Preparatory Academy is to provide students with a challenging and rigorous curricula enabling them to be well prepared for secondary education and life through adherence to an unwavering mission, shared purpose and clearly articulated goals.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Graham, Chentella	Principal	<p>The Principal is the academic leader of the school. Their main focus is to develop and maintain effective educational programs within the school and to promote the improvement of teaching and learning. The Principal should strive to create an organization and/or climate which fosters student and teacher growth.</p> <p>The role of a principal is to provide strategic direction to the school and to ensure the curricula is implemented with fidelity. The principal is responsible for assessing teaching methods, monitoring student achievement, encouraging parental involvement, overseeing facilities and hiring and evaluating staff.</p>
Nieves, Teresita	Assistant Principal	<p>Assistant principals support the principal by dealing with the issues of school management, student activities, community relations, personnel, and curriculum instruction. They coordinate with the principal to assist in defining and enforcing school policies and guidelines for students, staff, and faculty. They conceptualize the goals of their school and identify objectives for instruction and extracurricular programs. Working with faculty, assistant principals make suggestions, listen, and share experiences encouraging teacher improvement and motivation within classrooms.</p>

Demographic Information

Principal start date

Monday 7/15/2019, Chentella Graham

Number of teachers with a 2019 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.*

1

Number of teachers with a 2019 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.*

3

Total number of teacher positions allocated to the school

21

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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SI Region	Southeast
Regional Executive Director	Diane Leinenbach

Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	25	40	37	26	27	41	30	32	20	0	0	0	0	278
Attendance below 90 percent	1	1	0	0	0	2	0	0	0	0	0	0	0	4
One or more suspensions	0	1	0	0	0	0	1	0	0	0	0	0	0	2
Course failure in ELA	1	2	0	1	1	1	0	0	0	0	0	0	0	6
Course failure in Math	1	2	0	2	2	2	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	3	6	4	11	5	5	0	0	0	0	34
Level 1 on 2019 statewide Math assessment	0	0	0	11	8	4	25	9	0	0	0	0	0	57

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1

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	1	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 6/10/2020

Prior Year - As Reported

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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	61%	62%	61%	62%	60%	60%
ELA Learning Gains	57%	60%	59%	56%	57%	57%
ELA Lowest 25th Percentile	37%	55%	54%	34%	54%	52%
Math Achievement	43%	61%	62%	55%	60%	61%
Math Learning Gains	38%	60%	59%	52%	60%	58%
Math Lowest 25th Percentile	35%	54%	52%	44%	55%	52%
Science Achievement	58%	56%	56%	54%	56%	57%
Social Studies Achievement	70%	74%	78%	62%	74%	77%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)								Total	
	K	1	2	3	4	5	6	7		8
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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
03	2019	63%	55%	8%	58%	5%
	2018	73%	55%	18%	57%	16%
Same Grade Comparison		-10%				
Cohort Comparison						
04	2019	68%	57%	11%	58%	10%
	2018	59%	54%	5%	56%	3%
Same Grade Comparison		9%				
Cohort Comparison		-5%				
05	2019	60%	54%	6%	56%	4%
	2018	62%	55%	7%	55%	7%
Same Grade Comparison		-2%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		1%				
06	2019	38%	52%	-14%	54%	-16%
	2018	50%	48%	2%	52%	-2%
Same Grade Comparison		-12%				
Cohort Comparison		-24%				
07	2019	57%	48%	9%	52%	5%
	2018	54%	48%	6%	51%	3%
Same Grade Comparison		3%				
Cohort Comparison		7%				
08	2019	76%	54%	22%	56%	20%
	2018	68%	55%	13%	58%	10%
Same Grade Comparison		8%				
Cohort Comparison		22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	62%	-12%	62%	-12%
	2018	80%	61%	19%	62%	18%
Same Grade Comparison		-30%				
Cohort Comparison						
04	2019	70%	63%	7%	64%	6%
	2018	47%	62%	-15%	62%	-15%
Same Grade Comparison		23%				
Cohort Comparison		-10%				
05	2019	58%	57%	1%	60%	-2%
	2018	65%	59%	6%	61%	4%
Same Grade Comparison		-7%				
Cohort Comparison		11%				
06	2019	22%	43%	-21%	55%	-33%
	2018	38%	35%	3%	52%	-14%
Same Grade Comparison		-16%				
Cohort Comparison		-43%				
07	2019	0%	49%	-49%	54%	-54%
	2018	0%	51%	-51%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		-38%				
08	2019					
	2018	11%	32%	-21%	45%	-34%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	42%	54%	-12%	53%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	53%	53%	0%	55%	-2%
Same Grade Comparison		-11%				
Cohort Comparison						
08	2019	43%	49%	-6%	48%	-5%
	2018					
Cohort Comparison		-10%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	89%	67%	22%	67%	22%
2018	53%	62%	-9%	65%	-12%
Compare		36%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	66%	1%	71%	-4%
2018	59%	66%	-7%	71%	-12%
Compare		8%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	21%	63%	-42%	61%	-40%
2018	29%	61%	-32%	62%	-33%
Compare		-8%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	53%	-6%	57%	-10%
2018	63%	65%	-2%	56%	7%
Compare		-16%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
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		

2018 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 2015-16	C & C Accel 2015-16
SWD	8	17		10	30						
ELL	41	62	50	24	37	33					
ASN	92	90		69	60						
BLK	54	40		58	47						
HSP	57	55	37	49	52	44	45	60	38		
WHT	70	58		62	50	50	67		56		
FRL	57	54	32	48	50	49	40	62	29		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	9
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Asian Students	
Federal Index - Asian Students	62
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that performed the lowest was 7th grade math. This is in part to them having difficulties dissecting word problems.

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

The data component that showed the greatest decline from the prior year is 6th grade math. It dropped from 65% to 11%. This is due to students lack automaticity with basic math facts.

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

Overall ELA lowest 25% achievement had the greatest decline from the prior year's data with 17 percentage point decrease from the previous year's results from 54 to 37 percent. After stakeholders reviewed and analyzed the data it was determined that there were several contributing factors to include:

1. Need for additional teacher professional growth opportunities for new teachers.
2. Insufficient supplementary materials to enhance the adopted curriculum.

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

The data component that showed the most improvement was 4th grade math. additional tutoring, more hands-on activities, and project based learning has helped our students have a better understanding.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

After analyzing the EWS data, two areas of concern are students scoring Level 1 on FSA and course failure. Identified students will be monitored for these two area throughout the year by reviewing Moby Max data (adaptive learning program)and Report Cards.

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

1. Improving bottom 25 in math
2. Improving bottom 25 in reading

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Only 37% of students in the Lowest 25% of students scored proficient on the ELA FSA. It is the goal of the school to increase this percentage to a more acceptable number. All students at Orange County Preparatory Academy are engaged in and benefit from the curriculum, including students with disabilities and English language learners.

Apart from providing the specific services documented on a student’s IEP, EP, and/or ELL/LEP plan as applicable, teachers differentiate instruction as necessary and offer tutoring services or other such assistance to ensure all students remain successful. Teachers in all classes utilize scaffolding to provide contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning. Then, as students become more proficient, the scaffold is gradually removed. The objective at Orange County Preparatory Academy is to maintain the rigorous curriculum designed for each grade, but to modify methods and practices to ensure all students are achieving at grade level.

Student performance is continually assessed and analyzed by the school’s MTSS Problem Solving Leadership Team when applicable. Students not making adequate progress towards the Florida Standards are identified.

Ongoing sustained professional development that allows educators to continuously examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of instruction is a strong focus at Orange County Preparatory Academy.

Area of Focus Description and Rationale:

Measurable Outcome:
Person responsible for monitoring outcome:

Given instruction in the Florida Standards for ELA, the percentage of proficient students in the Lowest 25% will increase from 37% to 42%.

Chentella Graham (chentella.graham@ocps.net)

Evidence-based Strategy:

FSA data, FAIR-FS, and exam data will be triangulated to target LAFS clusters to drive standards-based instructional decisions. On-going progress monitoring will also occur through the review of Literacy Design Collaborative writing samples, curriculum assessments, and benchmarks. Specific strategies to remediate learning deficiencies will be implemented.

Supplemental materials includes, but are not limited to: MobyMax, Ready Florida LAFS, MyOn, Easy CBM, Performance Matters and MyPerspectives.

All Pacing Guides and Focus Calendars align with the Florida Standards to guide instruction.

Journeys will be utilized to meet the rigorous requirements of the FSA and the ELA standards. The series has built-in RtI tiered activities and provides lessons and activities for remediation.

Daily intervention or tutoring may be required for those students consistently demonstrating non-mastery. This will be provided by the interventionist.

Reading strategies in the content areas will be provided in addition to those taught during reading and language arts classes.

Ready Florida LAFS is utilized in centers within the classroom for small group/individual assistance and activities for struggling students. This enables the teacher to provide guided instruction to a student's specific area of need.

**Rationale
for
Evidence-
based
Strategy:**

Journeys is utilized as part of the OCPS CRP. The program has supplemental materials designed to remediate skills.

Performance Matters is implemented for all benchmark testing in all grade levels to monitor standards mastery on a quarterly basis. The assessments are used to provide data to make instructional decisions based on the needs of each grade level and classroom to focus on the strengths and needs of individual students. The data is utilized in data meetings with administrators, teachers, coaches, and students on a regular basis to create and modify goals to improve student achievement levels.

Action Steps to Implement

Teachers will provide:

Cooperative groups of mixed ability - Classroom teachers place students in cooperative groups of mixed abilities to complete daily activities to promote peer support and learning models.

Weekly progress reports - Weekly progress reports for the student and the student's parent(s).

Centers - Centers within the classroom for small group/individual assistance and activities for struggling students.

Before and after school study time - After school study time for struggling students to develop effective study habits.

Small group guided instruction - Identify groups of students (5 or less) who need additional assistance to be provided in a small group while the rest of the class is working on independent practice.

Saturday boot camps - Interactive Saturday boot camps are fun and an innovative way of teaching and remediating standards to students in a less formal yet efficient manner.

Person

Responsible

Chentella Graham (chentella.graham@ocps.net)

#2. Instructional Practice specifically relating to Math

Only 38% of students in the Lowest 25% of students scored proficient on the Math FSA. It is the goal of the school to increase this percentage to a more acceptable number. All students at Orange County Preparatory Academy are engaged in and benefit from the curriculum, including students with disabilities and English language learners.

Apart from providing the specific services documented on a student’s IEP, EP, and/or ELL/LEP plan as applicable, teachers differentiate instruction as necessary and offer tutoring services or other such assistance to ensure all students remain successful. Teachers in all classes utilize scaffolding to provide contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning. Then, as students become more proficient, the scaffold is gradually removed. The objective at Orange County Preparatory Academy is to maintain the rigorous curriculum designed for each grade, but to modify methods and practices to ensure all students are achieving at grade level.

Student performance is continually assessed and analyzed by the school’s MTSS Problem Solving Leadership Team when applicable. Students not making adequate progress towards the Florida Standards are identified.

Ongoing sustained professional development that allows educators to continuously examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of instruction is a strong focus at Orange County Preparatory Academy.

Area of Focus Description and Rationale:

Measurable Outcome:
Person responsible for monitoring outcome:

Given instruction in the Florida Standards for Math, the percentage of proficient students in the Lowest 25% will increase from 38% to 43%.

Chentella Graham (chentella.graham@ocps.net)

Evidence-based Strategy:

FSA data, Performance Matters, and Moby Max will be triangulated to target MAFS clusters to drive instructional decisions. On-going progress monitoring will occur through the review of Moby Max, easyCBM, curriculum assessments, and benchmarks. Specific strategies to remediate learning deficiencies will be implemented.

The math program Envision 2.0 is aligned to the Florida Standards. The program is instrumental in facilitating the implementation of FCIM, providing for the collection of test data, assistance developing instructional timelines and focus, frequent student assessment, tutorials, enrichment activities, and skill maintenance involving the reinforcement of previously taught skills.

Supplemental materials include, but are not limited to: MobyMax, Ready Florida MAFS , Easy CBM, Khan Academy, Performance Matters, and Pearson Realize.

All Pacing Guides and Focus Calendars align with the Florida Standards to guide instruction.

Daily intervention or tutoring may be required for those students consistently demonstrating non-mastery. This will be provided by the interventionist.

Ready Florida MAFS is utilized in centers within the classroom for small group/individual assistance and activities for struggling students. This enables the teacher to provide guided instruction to a student's specific area of need.

Rationale for Evidence-based Strategy:

Envision Math 2.0 is aligned to the Florida Standards. Most importantly, all concepts are taught through and practiced within a strong problem-solving environment, ensuring that students become life-long problem solvers.

Performance Matters is implemented for all benchmark testing in all grade levels to monitor standards mastery on a quarterly basis. The assessments are used to provide data to make instructional decisions based on the needs of each grade level and classroom to focus on the strengths and needs of individual students. The data is utilized in data meetings with administrators, teachers, coaches, and students on a regular basis to create and modify goals to improve student achievement levels.

Action Steps to Implement

Teachers will provide:

Cooperative groups of mixed ability - Classroom teachers place students in cooperative groups of mixed abilities to complete daily activities to promote peer support and learning models.

Weekly progress reports - Weekly progress reports for the student and the student's parent(s).

Centers - Centers within the classroom for small group/individual assistance and activities for struggling students.

Before and after school study time - After school study time for struggling students to develop effective study habits.

Small group guided instruction - Identify groups of students (5 or less) who need additional assistance to be provided in a small group while the rest of the class is working on independent practice.

Saturday boot camps - Interactive Saturday boot camps are fun and an innovative way of teaching and remediating standards to students in a less formal yet efficient manner.

Person

Responsible

Chentella Graham (chentella.graham@ocps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The principal ensures the four-step problem-solving process is utilized to guide school wide problem solving.

The principal communicates and reinforces the expectation for data-based decision-making.

The principal communicates and reinforces the expectation that all Tier 2/3 services integrate Tier 1 standards for performance, instructional materials and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1.

The principal implements regularly scheduled “Data Chats” throughout the year to ensure that instruction/interventions are informed by student data.

The principal establishes a system of communicating student outcomes across the professional staff and with students and their parents.

The principal ensures that interventionists are placed where there is the greatest need to assist students in mastery of standards.

Teachers ensure that instruction/intervention “sufficiency” and the documentation of that sufficiency occur for all students receiving Tiers 2/3 support.

The coach works with teachers to ensure the curriculum is implemented with fidelity.

Technology will be instrumental in providing students remediation and enrichment. On-line programs will be implemented to include, but not be limited to, Khan Academy, Moby Max, myOn and Easy CBM.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Parents play an integral role in the education of their children as partners with Orange County Preparatory Academy. Each parent is encouraged to volunteer 10 hours per family per year. Opportunities to volunteer include evening projects, chaperoning of evening activities or other opportunities developed by the School’s staff.

The Parent/Teacher/Student Organization (PTSO) is the social arm of the school. The PTSO sponsors fund raising activities, social activities for students, the school carnival, middle

school dances, etc. to ensure a well-rounded school experience for students attending the school and the surrounding community.

Parent /Student Curriculum Nights are implemented to include topics such utilizing real world math concepts, reading literacy, STEAM night, etc. This approach incorporates the means by which the school and the parents will build and develop a partnership to help the children achieve, and parents support their children's formal education at home.

Orange County Preparatory Academy provides Parent Academies that are held periodically throughout the year. Parent Academies include topics such as: Working with Your Child Utilizing Math Concepts Taught at School, Reading with Your Child and Asking Thought Provoking Questions about the Passage, What It Takes to Succeed in School, etc. This approach assists in developing that critical partnership between the school and parents to help their children achieve, and for parents to support educational practice at home. The ELL Coordinator/Parent Liaison will ensure that parents of ELL students receive information regarding these programs.

The School works closely with area businesses, not-for-profit organizations, public entities and individuals who are committed to working with educators and administrators to assist in the student’s educational and career advancement. The school currently partners with the Chik-fila and Olive Garden for student incentives, University of Central Florida, NASA and others. The community wants to support our teachers in their efforts to educate our students in every way possible.

Orange County Preparatory Academy wants its students to feel not only from the community but also of the community. Students need to learn early on their responsibility to their fellow citizens and to the integrity and well-being of the community as a whole. They need to learn the importance of contributing – and the personal and community value of doing so. The school will continue to build upon the opportunities for students to volunteer. The school plans to participate in the Relay for Life and will continue its partnership with the local fire department for Toys for Tots.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget						
1	III.A.	Areas of Focus: Instructional Practice: ELA				\$5,560.23
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	520-Textbooks	0206 - Orange County Preparatory Academy Charter	Title, I Part A	0.0	\$5,560.23
<i>Notes: Florida Ready LAFS workbook Zaner Bloser handwriting</i>						
2	III.A.	Areas of Focus: Instructional Practice: Math				\$21,626.66
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5100	520-Textbooks	0206 - Orange County Preparatory Academy Charter	Title, I Part A	0.0	\$2,717.00
			<i>Notes: Ready Math Grade 3-8 Workbooks</i>			
	5100	520-Textbooks	0206 - Orange County Preparatory Academy Charter	Title, I Part A	0.0	\$18,909.66
			<i>Notes: Math Workbooks</i>			
					Total:	\$168,300.00