

Background:

Empowering school cultures emphasizes building strong relationships among students, teachers, parents and administrators, resulting in a safe and orderly environment that supports and enhances student achievement. This priority is supported by the following 2014-15 AdvancED survey ratings, which include how stakeholders perceive school safety on a 5-point scale: Parents (4.15), Staff (4.11), Early Elementary Students (4.83), Elementary Students (4.28), and Middle/High Students (2.83). In the 2014-15 school year, 10.05% (17,915) of students were identified as having two or more early warning indicators. These indicators include having one or more suspensions, attending school on less than 90% of days, scoring at achievement Level 1 on statewide standardized English/Language Arts (ELA) or mathematics assessments, or a final failing grade in an ELA or mathematics course. Discipline data continue to indicate gaps between ethnicity, FRL, and gender. Stakeholders need the skills and strategies to identify bullying and harassment, as well as preventive strategies to promote a positive, safe and inclusive environment.

Refer to Data Point Definitions for an explanation of the data.

Data:

Decrease number of students with two or more early warning indicators by 25 percent by the year 2020

Number of students with two or more early warning indicators

| | Baseline | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | Target |
|--------------------|----------|---------|---------|---------|---------|---------|--------|
| Number of Students | 17,372 | 20,537 | 20,017 | 22,533 | 23,690 | | 13,029 |

Data Source: Student Information System (SIS), Enterprise Data Warehouse (EDW)

Decrease incidents of negative behaviors by 25 percent by the year 2020

NOTE: Fighting = FI Bullying = BU Harassment = HA Physical Attack = PA

Number of incidents of negative behaviors

| | Baseline | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | Target |
|---------------------|-----------|-----------|-----------|-----------|-----------|---------|-----------|
| Number of Incidents | FI: 5,963 | FI: 6,208 | FI: 5,448 | FI: 5,921 | FI: 6,074 | | FI: 4,472 |
| | BU: 277 | BU: 205 | BU: 209 | BU: 170 | BU: 226 | | BU: 208 |
| | HA: 312 | HA: 365 | HA: 353 | HA: 141 | HA: 208 | | HA: 234 |
| | PA: 3,016 | PA: 3,286 | PA: 2,480 | PA: 2,521 | PA: 2,901 | | PA: 2,262 |

Data Source: Student Information System (SIS), Enterprise Data Warehouse (EDW)

*Early elementary students are no longer surveyed by AdvancED

Improve average stakeholder ratings for questions regarding Resources and Support Systems (Indicator 4.3) on AdvancED surveys by 0.1 for each student category and 0.2 for parents and staff on the 5-point scale by the year 2020

Average stakeholder rating for 'Resources and Support Systems'

| | Baseline | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | Target |
|----------------|----------------------------|---------------------------|----------------------------|----------------------------|----------------------------|---------|----------------------------|
| Average Rating | Parents: 4.15 | Parents: 4.15 | Parents: 4.19 | Parents: 4.16 | Parents: 4.26 | | Parents: 4.35 |
| | Early Elem Students: 4.83 | Early Elem Students: 4.82 | Early Elem Students: 4.78 | Early Elem Students: 4.77 | * | | Early Elem Students: 4.93 |
| | Elem Students: 4.28 | Elem Students: 4.28 | Elem Students: 4.18 | Elem Students: 4.16 | Elem Students: 4.25 | | Elem Students: 4.38 |
| | Middle/High Students: 2.83 | Middle/High Students: 2.8 | Middle/High Students: 2.84 | Middle/High Students: 2.87 | Middle/High Students: 2.94 | | Middle/High Students: 2.93 |
| | Staff: 4.12 | Staff: 4.14 | Staff: 4.12 | Staff: 4.11 | Staff: 4.21 | | Staff: 4.32 |

Data Source: Qualtrics platform

*Early elementary students are no longer surveyed by AdvancED

Data Point Definitions:

| | |
|-----------------------------|---|
| <p>Early Warning System</p> | <p>What is the Early Warning System (EWS)? EWS measures include: attendance rate below 90%, a final failing grade in an ELA or mathematics course, a score of level 1 on a state wide ELA or mathematics assessment, and one or more suspensions (in or out of school). The number of students identified by the system as exhibiting two or more early warning indicators will be reported.</p> |
| <p>Bullying</p> | <p>What is Bullying? A bullying offense includes systematically and chronically being cruel to other students on or off OCPS property if it adversely impacts the educational environment at school for students or staff.</p> |
| <p>Fighting</p> | <p>What is Fighting? Fighting is an offense when two or more persons mutually participate in use of force or physical violence that requires physical restraint or results in injury.</p> |
| <p>Harassment</p> | <p>What is Harassment? Harassment is any threatening, insulting, dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places an OCPS student or school employee in reasonable fear or harm to his/her person or damage to his/her property, has the effect of substantially interfering with a student's education performance, opportunities, or benefits, and has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.</p> |
| <p>Physical Attack</p> | <p>What is a Physical Attack? A physical attack offense refers to an actual and intentional striking of another person against his/her will, or the intentional causing of bodily harm to an individual.</p> |

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Data Point Definitions:

| | |
|--|--|
| <p>Resources and Support Systems (Indicator 4.3) on AdvancED surveys</p> | <p>What is the Resources and Support Systems indicator on the AdvancED surveys? AdvancED Standard 4 includes indicators that the system has resources and provides services in all schools that support its purpose and direction to ensure success for all students. Indicator 4.3 specifically addresses that district and school leaders maintain facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. This indicator is assessed through surveys provided to parents, staff, early elementary (K-2), elementary (3-5) and middle/high (6-12) students.</p> |
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**Teaching and Learning
Business Plan
2015 – 2020**

| | | | | | |
|---|---------------------------------|---|---------------|--|---------------|
| Goal: Safe Learning and Working Environment | | Division Priority: Provide empowering environments | | | |
| Current Condition | | | | | |
| Empowering school cultures emphasizes building strong relationships among students, teachers, parents and administrators, resulting in a safe and orderly environment that supports and enhances student achievement. This priority is supported by the following 2014-15 AdvancED survey ratings, which include how stakeholders perceive school safety on a 5-point scale: Parents (4.15), Staff (4.11), Early Elementary Students (4.83), Elementary Students (4.28), and Middle/High Students (2.83). In the 2014-15 school year, 10.05% (17,915) of students were identified as having two or more early warning indicators. These indicators include having one or more suspensions, attending school on less than 90% of days, scoring at achievement Level 1 on statewide standardized English/Language Arts (ELA) or mathematics assessments, or a final failing grade in an ELA or mathematics course. Discipline data continue to indicate gaps between ethnicity, FRL, and gender. Stakeholders need the skills and strategies to identify bullying and harassment, as well as preventive strategies to promote a positive, safe and inclusive environment. | | | | | |
| Theory of Action | | | | | |
| If we focus on strengthening positive relationships, building resiliency, and teaching and modeling appropriate social and communication skills with students, parents, and staff, then we will see decreases in the number of students displaying Early Warning Signs and engaging in negative behaviors, and an increase in stakeholder relationship satisfaction. | | | | | |
| Measurable Objectives | | | | | |
| | Baseline 2014 – 2015 | Midpoint (3 Year) 2017 – 2018 | | Target (5 Year) 2019 – 2020 | |
| | Actual | Target | Actual | Target | Actual |
| 1. Decrease number of students with two or more early warning indicators by 25 percent by the year 2020 | 17,372 | 14,766 | 22,533 | 13,029 | |
| 2. Decrease incidents of negative behaviors by 25 percent by the year 2020 Note: Fighting = FI; Bullying = BU; Harassment = HA; Physical Attack = PA | FI: 5,963 | FI: 5,068 | FI: 5,921 | FI: 4,472 | |
| | BU: 277 | BU: 236 | BU: 170 | BU: 208 | |
| | HA: 312 | HA: 265 | HA: 141 | HA: 234 | |
| | PA: 3,016 | PA: 2,564 | PA: 2,521 | PA: 2,262 | |

❖ Represents BROAD strategies

➤ Represents My Brother's Keeper/Males of Color strategies

**Teaching and Learning
Business Plan
2015 – 2020**

| Measurable Objectives | | | | | |
|---|----------------------------------|---------------------------------|----------------------------------|----------------------------------|--|
| 3. Improve average stakeholder ratings for questions regarding Resources and Support Systems (Indicator 4.3) on AdvancED surveys by 0.1 for each student category and 0.2 for parents and staff on the 5-point scale by the year 2020 | Parents: 4.15 | Parents: 4.27 | Parents: 4.16 | Parents: 4.35 | |
| | Early Elem Students: 4.83 | Early Elem Students: 4.9 | Early Elem Students: 4.77 | Early Elem Students: 4.93 | |
| | Elem Students: 4.28 | Elem Students: 4.35 | Elem Students: 4.16 | Elem Students: 4.38 | |
| | Middle/High Students: 2.83 | Middle/High Students: 2.8 | Middle/High Students: 2.87 | Middle/High Students: 2.93 | |
| | Staff: 4.12 | Staff: 4.14 | Staff: 4.11 | Staff: 4.32 | |

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**Teaching and Learning
Business Plan
2015 – 2020**

| Year | Strategies | Owner |
|-------------|---|-----------------------|
| 2015 – 2020 | 1. Develop and provide an anti-bullying and anti-harassment training for parents districtwide using resources from www.Act4Change.org ❖ (OC-1) | Teaching and Learning |
| 2015 – 2020 | 2. Develop support systems to build articulation skills among social workers, school psychologists, mental health counselors, guidance counselors and outside agencies to meet the mental, behavioral and social-emotional needs of students ❖ (OC-2) ➤ (MBK/MoC-1, 2, 9) | Teaching and Learning |
| 2015 – 2020 | 3. Provide districtwide training on positive behavioral systems and monitor implementation for desired effect ❖ (I-2, OC-1) ➤ (MBK/MoC-2, 5) | Teaching and Learning |
| 2015 – 2020 | 4. Develop and implement a character education program for students, staff and parents that defines resiliency and provides implementation techniques ❖ (I-2, OC-1) ➤ (MBK/MoC-7, 10) | Teaching and Learning |
| 2015 – 2020 | 5. Permeate professional development targeting the implementation of culturally responsive instruction and learning environments throughout the district ❖ (I-2) ➤ (MBK/MoC-1-7, 9, and 10) | Teaching and Learning |
| 2015 – 2020 | 6. Enhance the Restorative Justice Program and monitor for desired effect ❖ (OC-1, OC-2) ➤ (MBK/MoC-5) | Teaching and Learning |

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