

School District of Osceola County, FL

# Zenith



2015-16 School Improvement Plan

## Zenith

2218 E IRLO BRONSON MEMORIAL HWY, Kissimmee, FL 34744

www.osceola.k12.fl.us

### School Demographics

#### School Type

High

#### 2014-15 Title I School

Yes

#### 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

64%

#### Alternative/ESE Center

No

#### Charter School

No

#### 2015-16 Minority Rate (Reported as Non-white on Survey 2)

90%

### School Grades History

Year

Grade

### School Board Approval

This plan is pending approval by the Osceola County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

"We exist to prepare each student academically and socially to be critical thinkers, problem solvers, and responsible and productive citizens."

##### Provide the school's vision statement

"At Zenith, we Believe each student can learn and will have an equal opportunity to do so; in clearly defined goals that set high expectations for student excellence; in the value of parents as the student's first and best teachers; in the value of each employee; in accountability at all levels; in a community that must actively participate in the development of our students; we can achieve higher levels of performance; in the personal and professional growth of all people at our school; the campus should be supportive, safe and secure; instructional practices should incorporate learning activities that take into account differences in learning styles."

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Students are encouraged to interact with teachers on a daily basis in the classroom. During these interactions students build relationships that are healthy and appropriate in a non-threatening manner. In addition, Zenith provides opportunities for students to explore world cultures and heritages that build student to student relationships. During the school year students have opportunities to ask questions about customs, music, foods and other facts concerning other cultures around the world.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

Zenith provides an environment in which students are taught the three R's: Responsibility, Respect, and Ready to Learn. These three concepts are taught and reinforced daily. In addition, Zenith enforces a zero tolerance status on bullying, by providing a bullying prevention team. This team is made up of a combination of administration, teachers, non-instructional and kitchen staff. Students may have opportunities to become part of the team through student government. Incidents of bullying are dealt with immediately, if and when they occur. The administration, teachers, hall monitors, and all other staff members remain vigilant in ensuring that students feel safe and respected throughout the entire school.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students are taught to be Responsible, Respectful, and be Ready to Learn as part of the Positive Behavior Support (PBS) program. PBS builds an effective environment in which positive behavior is reinforced. A collaborative, evidence based approach to developing effective interventions for problem behavior. As a preventive measure, Teachers teach appropriate behaviors while reinforcing those strategies that insure a positive environment. Zenith develops campus wide rules and procedures for the classroom, cafeteria and hallways. Students behavioral concerns are dealt with on

an individual basis so that 1) the issue is identified; 2) the problem is analyzed; 3) a plan of action is developed; and 4) the plan is reinforced through a collaborative effort by all involved. These rules and expectations are incorporated into the school-wide plans from the first day of school and are reinforced, retaught, and reevaluated on a regular basis. The process involves rewards that are determined by the students, teachers, and administration staff.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

All Teachers, Administrators, non-instructional employees, office staff, custodians and cafeteria staff maintain an open door policy to students. In addition, there are two guidance counselors on staff daily. Students can make appointments to meet with the counselors to get assistance with their concerns. In addition, the guidance counselors have relationships with outside counseling services that can help students and their families outside the school setting, such as park place behavioral center. The school also offers the assistance of a certified social worker and a certified school psychologist.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- Excessive absences will be tracked using FOCUS.
- Out of School and In School Suspensions are tracked by FOCUS.
- Reading and math deficiencies will closely monitored using FOCUS.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level					Total
	8	9	10	11	12	
Attendance below 90 percent	34	27	38	14	13	126
One or more suspensions	24	11	13	12	4	64
Course failure in ELA or Math	0	33	55	18	18	124
Level 1 on statewide assessment	64	44	29	22	17	176

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level					Total
	8	9	10	11	12	
Students exhibiting two or more indicators	37	37	39	22	14	149

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

- Administrators, Guidance Counselors, Deans, Academic Coaches, Teachers and other adults on campus who have built relationships with students host Conferences with students who have early warning indicators
- Administrators and Deans host conferences with parents and students who fall below 90% in

attendance and have one or more out of school or in school suspensions

- Zenith is entrenched in the Positive Behavior Support System where students are rewarded for following school procedures and raising their academic scores.
- Attendance, academics and behavior are all monitored through the In School Suspensions tracking system for student being served in the ISS classroom.
- Students are placed on attendance contracts as part of the Early Truancy Intervention Program. These meetings occur on a biweekly basis.
- All level 1 students are placed in intensive reading and math for additional support.
- Science courses incorporate Achieve 3000 into their curriculum for level 1 students.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home and parent review at the middle and high school levels.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Title I Annual meetings and Graduation/Literacy Parent Nights will be held twice this year. Zenith contributes weekly to the district Tipster Report which is sent to community leaders and parents regarding information about the school's activities. The College and Career Center reaches out to various community members such as business partners, military, colleges and tech schools. In addition, a college fair is held each year.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Studly, Robert	Principal
O'Connor, Frances	Assistant Principal
Findlater, Raymond	SAC Member
Phillips, Delilah	Dean
Whitman, Ellen	Instructional Coach
McKenna, Cindy	Instructional Media
Konieczny, Carolyn	Teacher, Career/Technical
Helms, Kathryn	Guidance Counselor
Cooper, Melissa	Guidance Counselor
Vazquez, Jose	Dean

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Each team member utilizes their specialization and title to determine how they contribute to the leadership team. The Principal facilitates management, monitors data, budget, staff supervision, and offers support, AP ensures proper use of Title I approaches and monitors data including attendance, the dean of students handles disciplinary data and management, the school counselors review academic performance data and progress monitor each student, the ESE Compliance Specialist monitors that student's needs are recognized and program fidelity for Special Education, the Literacy Coach reviews scores for improving achievement for students and design interventions to meet those needs, the School Psychologist handles testing for educational placement and supports the IAT Team.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

We work as a team comprised of the Principal, Assistant Principal, School Counselors (2), Reading Coach, Math Department Chair, ESE Resource Compliance Specialist, Dean, School Psychologist and Classroom Teacher to review the data and make decisions as a team, with administrative approval and support. By reviewing the data that consists of academic performance, credit completion in high school, graduation rates, FCAT, EOC scores and trends, and STAR results we can determine where there are gaps in progress and cater our programs and teacher support to minimize those gaps. Resource allocation such as Title I funds, ESE funds, and school budget is utilized in programs such as Reading and Math educational support classes for students (Intensive Reading and Math), training for teachers and staff on instructional techniques, test preparation support for students and after-school opportunities that provide the same support and design as the school day programs.

**Title I, Part A**

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and after school programs, Saturday and summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. The Reading Coach develops and leads programs based on Common Core Standards curriculum/behavior assessment and intervention approaches.

**Title I, Part C-Migrant**

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

**Title I Part D**

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

**Title II**

Professional Development is provided for PDA+, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

**Title X**

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to, shoes, transportation, and school physicals.

**School Advisory Council (SAC)****Membership:**

<b>Name</b>	<b>Stakeholder Group</b>
Dr. Raymond Findlater	Teacher
Ana Suarez-Thompson	Teacher
Delilah Phillips	Teacher
Tameka Vazquez	Education Support Employee
Kathryn Helms	Teacher
Faelosky Donis	Teacher
Frances O'Connor	Principal
Robert Studly	Principal

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

***Evaluation of last year's school improvement plan***

The SAC Chair and members of the team discussed and reviewed the 2014/2015 school improvement plan. The Zenith leadership team scheduled group meetings with the faculty to analyze the data and revise the school improvement plan. The focus was to identify proficiency rates in reading and math for 2014/15 school year and the effectiveness of the strategies that were in place. The goal is to determine the target proficiency rates for 2015/16 school year and the interventions needed to reach our goal.

*Development of this school improvement plan*

The SAC Chair, along with the Principal have coordinated and instructed the School Improvement Plan (SIP) committee on changes in the 2015/16 School Improvement Plan and strategized on the best plan of action. The committee is made up of at least 4 members of SAC, department heads in Reading, Math, Science, STEM, Social Studies, Language Arts, and other members of staff (including the Title I coordinator, attendance clerk and others). The SAC will discuss the SIP with attending members and parents at the September 10, 2015 meeting.

*Preparation of the school's annual budget and plan*

Mr. Robert Studly, Principal discussed line by line, the school's annual budget with staff and solicited input from members present.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Parent Literacy Night

College Fair

Provided money for students to sign-up for ACT testing = \$1,000

purchased books for holiday reading program = \$500.00

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

Recruitment drives, school newsletters sent home to parents, open house information booth, participation in SAC members during College Fair, and parent literacy and graduation night

**Literacy Leadership Team (LLT)****Membership:**

Name	Title
Studly, Robert	Principal
O'Connor, Frances	Assistant Principal
Whitman, Ellen	Instructional Coach
Edge, Karen	Teacher, K-12
Vaughn, Laura	Teacher, K-12
Moral, Amy	Teacher, K-12

**Duties*****Describe how the LLT promotes literacy within the school***

The Literacy Team supports school-wide literacy initiatives which build skills needed to pass the FSA, FCAT, and ACT, requirements for a high school diploma. Our goal is to enrich students' abilities as well as to build life long readers.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

All teachers share a common planning period at the end of the school day. Teachers meet by subject area in Professional Learning Communities (PLCs) to identify weaknesses in student learning and discuss how to address the issues. Staff functions also take place throughout the year.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The administration attends job fairs, and uses Teacher Match to search for qualified applicants and reviews resumes submitted. All members of the administrative team have received training on the new Teacher Match system. Interested applicants will be interviewed by administration and the expectations will be addressed in the interview. Professional Learning Communities (PLC) focus on student performance, data and strategies for improvement. The goal of the PLC is to development effective instruction that leads to student achievement. In addition, the professional development plan is designed to meet the needs of our staff.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Any status 3 and status 9 teachers are assigned a mentor. This is generally done during preplanning. Mentors are teachers who are highly qualified and must hold a valid teaching certificate. In addition, they must have a minimum of three years teaching experience, have mentor training and demonstrate effective teaching performance.

In addition, a volunteer mentor is chosen for all teachers who are new to the school. This is done at the same meeting at which status 3 and status 9 teachers are assigned mentors. Meetings with mentors, paid and volunteer, are at the discretion of the new teacher-mentor pair.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The district provides pacing guides and other resources that align with Florida's standards. District level curriculum specialists meet with teachers to ensure the quality and rigor of the lessons and that they meet the fundamental level of instruction for Florida's standards. The school Principal and Assistant Principal review, lesson plans to ensure that instruction and support resources are aligned to the benchmarks. Classroom walkthroughs and teacher formal and informal observations are conducted to insure that the standards are being taught. Conversations regarding walkthroughs, informal and formal observations are used to review student data and set goals for future student success.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Counselors review students prior data history when making scheduling decisions with students. Students are progress monitored during their time in the PLATO lab to ensure they are working towards completion and staying on pace. Teachers use classroom assessments to ensure students

who are in traditional face to face classrooms are making progress and learning the objectives. The Principal, Assistant Principal, Dean's, Guidance Counselors, and School Resource Compliance Specialist all meet with students on a monthly basis to review their progress, encourage students and help them set goals for course completion. In addition, extended learning opportunities are discussed, such as afterschool and Saturday tutoring as well as the possibility of night school.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 25,920

We provide extended learning opportunities through the impact lab after school from 1:30-3:45 (M, T, and Th) and on Wednesdays from 12:30-3:45, and on Saturdays from 8-1:30

### ***Strategy Rationale***

The majority of our students are deficient in credits. Our impact program provides students credit recovery opportunities. The extra time offers students opportunities to complete classes in a timely manor.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

### ***Person(s) responsible for monitoring implementation of the strategy***

Studly, Robert, [studlyr@osceola.k12.fl.us](mailto:studlyr@osceola.k12.fl.us)

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

The Data we can collect for this program is generally attendance sheets. It is almost impossible to separate credits earned by students during the after school and Saturday programs, from the time they spend in the regular class setting. The effectiveness of the after school impact program is determined by the number of students who attend. After school we now have room for 60 students and on Saturday's up to 75. We meet with Seniors and encourage them to attend these programs.

**Strategy:** Weekend Program

**Minutes added to school year:** 5,400

Extended learning opportunities through IMPACT

**Strategy Rationale**

The majority of our students are deficient in credits. Our impact program provides students credit recovery opportunities

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

O'Connor, Frances, oconnorf@osceola.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Students completion data.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Effort is made to identify students' academic levels using disaggregated data from state standardized tests results. Students meeting level 1 designation are marked for remediation in Reading and Math. Level 2 students are also provided remediation. In addition, alternative testing such as the PERT and ACT allow students to graduate with their cohort, without the stress of having to worry about the FCAT, with which they have had little success in the past.

This year, for the first time, we will be using the Reading Plus program to provide additional assistance to our lowest level readers, based on their STAR pre-test.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

At Zenith we have three career path options: Nail Tech, Culinary Arts, and Early Childhood Education. Students elect to attend Zenith with the understanding that they will complete their academics and they may choose a career program. The students select their career prior to entering Zenith and are guided through the program by expert instructors. Administration supports these programs by hosting periodic credit checks towards completion of their career program.

Zenith has a career specialist on campus who works with students to help them prepare for the expectations of college. She reviews cost factors, including FASA registration, Grants and Scholarships that may be available to students. She also provides interest surveys to help students determine which colleges would be their best options.

The career specialist also provides representatives from appropriate post secondary institutions, including Valencia College, TECO, and the Military to meet with students and discuss options. The Career Specialist hosts a career fair early in the school year to give students ideas for what is available to them.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Zenith has three career path options but only one offers industry certification and that is the Nail Tech program. The other programs include, Culinary Arts and Early Childhood Education. Zenith also places an emphasis on vocational programs that could lead to an interest in an industry certification program. Those programs include Science, Technology, Engineering and Math (STEM), and a multimedia course where students learn the basics of digital formatting.

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

The STEM class that is offered at Zenith has the primary responsibility of supporting what is being learned in the other core academic classrooms. Hands on activities and group work, help give students opportunities to learn in a fun, non-competitive atmosphere and support their other coursework.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

At Zenith, the primary concern is for students to earn course credits, raise their GPA, and meet graduation testing requirements. The emphasis we place on achieving that should help improve our student readiness for public postsecondary opportunities.

- Remedial classes in FCAT Reading and Math
- Alternative testing in ACT and the PERT
- Personalized Mentoring for all 2016 Cohort students by a member of the administrative staff.
- Continuous review of all student progress by guidance and the Administration

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** Increase Algebra proficiency to meet graduation requirements.

**G2.** Increase Reading proficiency to meet graduation requirements.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase Algebra proficiency to meet graduation requirements.** 1a

G069224

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

AMO Math - All Students

**Resources Available to Support the Goal** 2

- After school remediation
- Group students by ability levels
- 

**Targeted Barriers to Achieving the Goal** 3

- Attendance
- Low proficiency levels in math

**Plan to Monitor Progress Toward G1.** 8

Baselines, mini assessments and PERT class results will be collected and analyzed to determine progress towards our goal.

**Person Responsible**

Frances O'Connor

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

We will use the baseline and mini assessments to determine progress. The results will determine areas of weakness and instruction will be individualized and modified as needed.

**G2. Increase Reading proficiency to meet graduation requirements.** 1a

G069225

**Targets Supported** 1b

Indicator	Annual Target
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AMO Reading - All Students

**Resources Available to Support the Goal** 2

- Reading plus
- ACT Prep
- Reading Leadership Team meetings
- Monthly Professional Learning Communities
- School-wide literacy incentives

**Targeted Barriers to Achieving the Goal** 3

- Students are not on grade level with reading
- Student attendance

**Plan to Monitor Progress Toward G2.** 8

If students are not showing sufficient progress then they will be placed into remedial tutoring after school and on Saturday. Those who are showing progress will be provided enrichment activities.

**Person Responsible**

Frances O'Connor

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Remediation attendance sheets, students test data.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase Algebra proficiency to meet graduation requirements. **1**

 G069224

**G1.B1** Attendance **2**

 B180091

**G1.B1.S1** We will work to improve students attendance by building relationships with students, monitoring students attendance, calling students and their parents/guardians when absent and providing PBS support for students who attend regularly. **4**

 S191360

### Strategy Rationale

By building relationships, showing concern for students and providing a PBS incentive, students will enjoy coming to school

### Action Step 1 **5**

Have first period teachers closely monitor students attendance and make a phone call home after 3 absences.

#### Person Responsible

Robert Studly

#### Schedule

Daily, from 8/24/2015 to 5/27/2016

#### Evidence of Completion

A decrease in the number of students earning above the mean, number of tardies.

**Action Step 2** 5

Task the PBS committee to focus on students absences and provide resources to support students.

**Person Responsible**

Robert Studly

**Schedule**

Monthly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

**G1.B2** Low proficiency levels in math 2

 B180092

**G1.B2.S1** Provide after school, lunch, and Saturday remediation throughout the school year and boot camps just prior to Algebra I EOC/PERT administration 4

 S191361

**Strategy Rationale**

To increase the number of students meeting the math graduation requirement

**Action Step 1** 5

Identify those students taking the Algebra I EOC/PERT, conference with students and make sure they are aware of after school tutoring, Saturday Tutoring and Boot Camps.

**Person Responsible**

Robert Studly

**Schedule**

Every 2 Months, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student attendance record

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Identify individual student's benchmark weak areas based on prior EOC/PERT scores

**Person Responsible**

Frances O'Connor

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Data logs

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Mini-assessment results

**Person Responsible**

Frances O'Connor

**Schedule**

Biweekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Data log

**G1.B2.S2** All students who have not met the algebra requirement will be placed in Math for College Success/Advance Topics for additional support. 4

 S191362

### Strategy Rationale

To increase the number of students meeting the math graduation requirement while attaining a math credit.

### Action Step 1 5

Students who have not met the algebra requirement for graduation will be placed in math for college success/advance topics.

#### Person Responsible

Robert Studly

#### Schedule

Biweekly, from 7/16/2015 to 11/6/2015

#### Evidence of Completion

Students will take the PERT at the end of each quarter.

### Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administrators will perform classroom observations looking for best practices and evidence of additional support

#### Person Responsible

Robert Studly

#### Schedule

Biweekly, from 8/24/2015 to 11/6/2015

#### Evidence of Completion

Collect classroom observation data through PCG.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Baselines and mini assessments will be conducted throughout the quarter to determine proficiency.

**Person Responsible**

Frances O'Connor

**Schedule**

Biweekly, from 8/24/2015 to 11/6/2015

**Evidence of Completion**

Data from baselines and mini assessments will be collected and analyzed to determine effectiveness.

**G2. Increase Reading proficiency to meet graduation requirements. 1**

 G069225

**G2.B1 Students are not on grade level with reading 2**

 B180093

**G2.B1.S1** Scheduling students in class based on their reading proficiency. Our lowest level students will work with Reading Plus. Our medium level students will work to improve their reading through a variety of classroom strategies and our higher level students will work on ACT prep. 4

 S191363

**Strategy Rationale**

To provide targeted reading instruction for differentiation.

**Action Step 1 5**

Scheduling students in class based on their reading proficiency.

**Person Responsible**

Frances O'Connor

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Student Schedules

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administrators will perform classroom observations looking for best practices and evidence of additional support

**Person Responsible**

Robert Studly

**Schedule**

Biweekly, from 8/24/2015 to 5/27/2016

***Evidence of Completion***

Collect classroom observation data through PCG.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Students will take the STAR test to see where their reading level starts, then students will be grouped based on that information. Teachers are working together in PLC's to help one another and develop best practices. Seniors and our highest level readers will focus on ACT test prep.

**Person Responsible**

Robert Studly

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

All of the following data sources will be used to determine effectiveness of the strategy. Reading plus, Achieve 3000, STAR data, ACT practice tests, formative and common assessment data.

**G2.B3 Student attendance** 2

B180095

**G2.B3.S1 Create relationships with students, monitor attendance and make phone calls home** 4

S191364

**Strategy Rationale**

Students who feel they are part of something and are being monitored are more likely to attend school

**Action Step 1** 5

Administrators, Deans and guidance counselors will do data chats with students, creating relationships and reviewing attendance issues with students.

**Person Responsible**

Robert Studly

**Schedule**

Weekly, from 8/24/2015 to 5/27/2016

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

first period teachers will monitor students attendance and make phone calls home. They will also alert administration when a student has missed a few classes.

**Person Responsible**

Frances O'Connor

**Schedule**

Daily, from 8/24/2015 to 5/27/2016

***Evidence of Completion***

phone call logs and email from teachers to administrators. Also data chat forms with evidence that attendance had been discussed.

## Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

discussions with teachers regarding attendance improvement. Monitoring of some students, targeted as "at risk" for attendance issues.

**Person Responsible**

Frances O'Connor

**Schedule**

Daily, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

attendance sheets.

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Have first period teachers closely monitor students attendance and make a phone call home after 3 absences.	Studly, Robert	8/24/2015	A decrease in the number of students earning above the mean, number of tardies.	5/27/2016 daily
G1.B2.S1.A1	Identify those students taking the Algebra I EOC/PERT, conference with students and make sure they are aware of after school tutoring, Saturday Tutoring and Boot Camps.	Studly, Robert	8/18/2014	Student attendance record	6/5/2015 every-2-months
G1.B2.S2.A1	Students who have not met the algebra requirement for graduation will be placed in math for college success/advance topics.	Studly, Robert	7/16/2015	Students will take the PERT at the end of each quarter.	11/6/2015 biweekly
G2.B1.S1.A1	Scheduling students in class based on their reading proficiency.	O'Connor, Frances	8/18/2014	Student Schedules	6/5/2015 daily
G2.B3.S1.A1	Administrators, Deans and guidance counselors will do data chats with students, creating relationships and reviewing attendance issues with students.	Studly, Robert	8/24/2015		5/27/2016 weekly
G1.B1.S1.A2	Task the PBS committee to focus on students absences and provide resources to support students.	Studly, Robert	8/24/2015		5/27/2016 monthly
G1.MA1	Baselines, mini assessments and PERT class results will be collected and analyzed to determine progress towards our goal.	O'Connor, Frances	8/24/2015	We will use the baseline and mini assessments to determine progress. The results will determine areas of weakness and instruction will be individualized and modified as needed.	6/3/2016 biweekly
G1.B2.S1.MA1	Mini-assessment results	O'Connor, Frances	8/18/2014	Data log	6/5/2015 biweekly
G1.B2.S1.MA1	Identify individual student's benchmark weak areas based on prior EOC/PERT scores	O'Connor, Frances	8/18/2014	Data logs	6/5/2015 biweekly
G1.B2.S2.MA1	Baselines and mini assessments will be conducted throughout the quarter to determine proficiency.	O'Connor, Frances	8/24/2015	Data from baselines and mini assessments will be collected and analyzed to determine effectiveness.	11/6/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.MA1	Administrators will perform classroom observations looking for best practices and evidence of additional support	Studly, Robert	8/24/2015	Collect classroom observation data through PCG.	11/6/2015 biweekly
G2.MA1	If students are not showing sufficient progress then they will be placed into remedial tutoring after school and on Saturday. Those who are showing progress will be provided enrichment activities.	O'Connor, Frances	8/24/2015	Remediation attendance sheets, students test data.	6/3/2016 biweekly
G2.B1.S1.MA1	Students will take the STAR test to see where their reading level starts, then students will be grouped based on that information. Teachers are working together in PLC's to help one another and develop best practices. Seniors and our highest level readers will focus on ACT test prep.	Studly, Robert	8/24/2015	All of the following data sources will be used to determine effectiveness of the strategy. Reading plus, Achieve 3000, STAR data, ACT practice tests, formative and common assessment data.	6/3/2016 biweekly
G2.B1.S1.MA1	Administrators will perform classroom observations looking for best practices and evidence of additional support	Studly, Robert	8/24/2015	Collect classroom observation data through PCG.	5/27/2016 biweekly
G2.B3.S1.MA1	discussions with teachers regarding attendance improvement. Monitoring of some students, targeted as "at risk" for attendance issues.	O'Connor, Frances	8/24/2015	attendance sheets.	5/27/2016 daily
G2.B3.S1.MA1	first period teachers will monitor students attendance and make phone calls home. They will also alert administration when a student has missed a few classes.	O'Connor, Frances	8/24/2015	phone call logs and email from teachers to administrators. Also data chat forms with evidence that attendance had been discussed.	5/27/2016 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

### **G2.** Increase Reading proficiency to meet graduation requirements.

#### **G2.B1** Students are not on grade level with reading

**G2.B1.S1** Scheduling students in class based on their reading proficiency. Our lowest level students will work with Reading Plus. Our medium level students will work to improve their reading through a variety of classroom strategies and our higher level students will work on ACT prep.

#### **PD Opportunity 1**

Scheduling students in class based on their reading proficiency.

##### **Facilitator**

Literacy Coach

##### **Participants**

Reading Teachers

##### **Schedule**

Daily, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Have first period teachers closely monitor students attendance and make a phone call home after 3 absences.	\$0.00
2	G1.B1.S1.A2	Task the PBS committee to focus on students absences and provide resources to support students.	\$0.00
3	G1.B2.S1.A1	Identify those students taking the Algebra I EOC/PERT, conference with students and make sure they are aware of after school tutoring, Saturday Tutoring and Boot Camps.	\$0.00
4	G1.B2.S2.A1	Students who have not met the algebra requirement for graduation will be placed in math for college success/advance topics.	\$0.00
5	G2.B1.S1.A1	Scheduling students in class based on their reading proficiency.	\$0.00
6	G2.B3.S1.A1	Administrators, Deans and guidance counselors will do data chats with students, creating relationships and reviewing attendance issues with students.	\$0.00
<b>Total:</b>			<b>\$0.00</b>