

Orange County Public Schools

Simon Youth Found Acad At Outlet Mktpfce



2018-19 Schoolwide Improvement Plan

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Simon Youth Found Acad At Outlet Mktplce

5253 INTERNATIONAL DR STE B4/B5, Orlando, FL 32819

www.ocps.net/lc/district/sae

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 10-12	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	65%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

Membership

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

Name	Title
Tovine, William	Principal
Lebron, Maribel	Assistant Principal
McCray, Ima	Assistant Principal
Merchant, Daniel	Assistant Principal
Webster-Gardiner, David	Assistant Principal

Duties

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

The leadership team is comprised of William Tovine, principal, and four assistant principals: Ima McCray, Maribel Lebron, Daniel Merchant and David Webster-Gardiner. Each assistant principal is assigned to multiple school sites within Alternative Education.

Simon Youth Academy, (SYA), is under the administrative direction of William Tovine and Maribel Lebron. Teachers, instructional coaches, classified staff and a lead teacher are all members of the school improvement team at SYA.

SYA's school improvement team is comprised of teachers, instructional coaches, classified staff and a lead teacher. Teachers provide rigorous daily instruction based on Florida standards. They also track and guide student progress via formative and summative assessments. Instructional coaches use the Continuous Improvement Model (CIM) to analyze student data, determine needs and assist teachers in implementing interventions and enrichment activities. Classified staff provide support to teachers to ensure that academic programs are effectively implemented. The school improvement team engages in a weekly data cycle meeting with instructional coaches and administrators.

SYA's lead teacher provides data on student SIP goals to the principal's monthly data meeting. At these monthly meetings, the leadership team evaluates data on reading, math, science, and writing performance for each student including an analysis of strengths and weaknesses. After identifying student areas that need support, an intervention plan is developed to craft instructional methods and target assessments that helps to improve and monitor academic skills. Individual leadership team members monitor the progress of students at their school sites on a weekly basis while the team as a

whole reviews monthly progress toward SIP goals. If interventions are not effective, the team problem solves and develops an amended intervention plan for the student.

Early Warning Systems

Year 2017-18

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		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	12	2	14	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	4	0	4	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	13	0	13	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	2	0	2	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	10	0	10	

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	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 7/24/2018

Year 2016-17 - 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		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	11	3	14	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	6	1	7	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	4	1	5

Year 2016-17 - 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	11	3	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	6	1	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	4	1	5

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

At SYA, 25% (1/4) students scored a level 1 on the Florida Standards Assessment for English, Language Arts and 50% (2/4) students, scored a level 2. Students scored the lowest on Craft and Structure and Integration of Knowledge and Ideas which indicated a trend throughout Alternative Education. In addition, 25% (1/4) students passed the FSA, ELA with a performance score of level 3. In Grade 12, 33% (1/3) students scored a level 1 on the FSA, ELA, 33% (1/3) students, performed a level 4, and 33% (1/3) students scored at a level 5.

Which data component showed the greatest decline from prior year?

The standard that showed the greatest decline from the previous year in Grades 11 and 12 was Texted-Based writing where 33% (1/3) students in 11th grade and 28% (2/7) students scored low on this standard on the FSA, ELA.

Which data component had the biggest gap when compared to the state average?

According to the state average 53% of tenth graders demonstrated a level 3-5 on the FSA, ELA. Students that attend SYA are juniors and seniors. As a result, there is no 10th grade FSA, ELA performance data available to assess what the biggest achievement gap was in comparison to the state average.

Which data component showed the most improvement? Is this a trend?

The standard that showed the greatest improvement was Texted-Based Writing on the FSA, ELA. According to the data, 25% (1/4) of the 11th grade students scored 8/10 and 50% (2/4) of the 11th grade students scored 6/10. In 12th grade, 33% (1/3) students scored a 10/10 on Texted-Based Writing and 33% (1/3) students scored 8/10. The data on these standards reflect a positive trend.

Describe the actions or changes that led to the improvement in this area.

Last year, one of our SIP goals focused on reading and responding to text dependent questions and determining central ideas/themes. In our Professional Learning Communities, the instructional and reading coaches facilitated professional development trainings. In the trainings, effective close read strategies that supported responding to complex text were shared. The strategies included, cold readings, text coding, stretching the text, deeper reading, looking for evidence, and setting a purpose for reading and writing.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	54%	56%	0%	51%	52%
ELA Learning Gains	0%	51%	53%	0%	47%	46%
ELA Lowest 25th Percentile	0%	40%	44%	0%	36%	38%
Math Achievement	0%	49%	51%	0%	40%	43%
Math Learning Gains	0%	44%	48%	0%	51%	39%
Math Lowest 25th Percentile	0%	39%	45%	0%	55%	38%
Science Achievement	0%	66%	67%	0%	66%	65%
Social Studies Achievement	0%	69%	71%	0%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	10	11	12	
Attendance below 90 percent	0 (0)	12 (11)	2 (3)	14 (14)
One or more suspensions	0 (0)	4 (1)	0 (0)	4 (1)
Course failure in ELA or Math	0 (0)	13 (6)	0 (1)	13 (7)
Level 1 on statewide assessment	0 (0)	2 (0)	0 (0)	2 (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
10	2018					
	2017					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	62%	-62%	65%	-65%
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	78%	65%	13%	68%	10%
2017	67%	64%	3%	67%	0%
Compare		11%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	65%	-65%	56%	-56%
2017	0%	43%	-43%	53%	-53%
Compare		0%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
2017 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

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Improving School Attendance
Rationale	Student Achievement will increase by improving school attendance utilizing School- Based Truancy Interventions. (Division Priority: Providing Empowering Environments)
Intended Outcome	SYA's attendance rate for school year 2017-2018, was 95%. According to SYA's attendance data, 95% of the student attendance fell below 90%. We will utilize a Culturally Responsive School Plan to will help establish positive communication with families, teachers and staff. For school year 2018-2019, SYA's intended outcome is to increase student achievement while improving school attendance. As a result of utilizing of school-based truancy interventions, student attendance will increase by 3%, raising the attendance rate to 98%.
Point Person	Sonia Ledger (sonia.ledger@ocps.net)
Action Step	
Description	Our Culturally Responsive School Plan includes the leadership team and our entire staff implementing a student attendance tracking process to monitor student's attendance daily to discuss concerns at weekly site meetings. The utilization of school-based truancy interventions will increase student attendance by 3% (98%), in comparison to last year's attendance rate of 95%. To achieve this goal, we will use attendance reports from Dataview and EDW to track individual students' excused and unexcused absences. The attendance data will be progress monitored weekly to identify students with habitual absences. SYA has interventions in place to assist with addressing concerns that includes; daily phone calls home to inform parents of their students' excessive absences, attendance warning letters that will be sent home to students with 5, 10, and 15 day absences, attendance child study team meetings will be held to address concerns, attendance contracts are in place and will contact the social worker for additional assistance, as needed. If these interventions do not rectify deficient attendance, truancy court will be notified for further action. To promote positive student attendance, SYA utilizes quarterly incentives, such as, dress down day where a day will be earned to be out of uniform. We will also utilize Partners In Education to present incentives such as pizza party or food being provided at a restaurant. As a result of these intervention strategies, we will raise student achievement on Florida Standards Assessments, End of Course Examinations, SAT, ACT, PERT and Common Final Exams.
Person Responsible	Sonia Ledger (sonia.ledger@ocps.net)
Plan to Monitor Effectiveness	
Description	Individual and school-wide student attendance data will be collected daily and used to demonstrate that the goal is being monitored and whether there is progress being made toward the selected students. The data monitored includes excused and unexcused student absences, the frequency of parent phone calls home, and students on an attendance contract. Attendance and Academic data will be collected and discussed at the weekly site team meetings with the assistant principal, administrative dean, lead teacher, teachers, and support staff.
Person Responsible	Maribel Lebron (maribel.lebron@ocps.net)

Activity #2	
Title	Proficiency in English/Language Arts
Rationale	Students will demonstrate proficiency in English/Language Arts by reading and responding to complex text using close read and gradual release strategies. (Division Priority: Invest in Human Capital)
Intended Outcome	According to the Early Warning data, 25% (1/4) students in grade 11 and 0 students in 12th grade scored a level 3 or higher, however, 33% (1/3) of students in grades 12th scored at level 4 and 5. Our intended outcome is to increase students scoring a level 3 or higher on the FSA, ELA by 3% using close reads and gradual release strategies.
Point Person	Sonia Ledger (sonia.ledger@ocps.net)
Action Step	
Description	Teachers will continue to attend professional development trainings on close reads and share strategies within their content area professional learning communities. Teachers will use gradual release as they implement lessons with complex text.
Person Responsible	Sonia Ledger (sonia.ledger@ocps.net)
Plan to Monitor Effectiveness	
Description	Student achievement data from Reading Plus, common assessments, progress monitoring assessments and independent student work based on complex text will be collected and reviewed with the administrator, lead teacher, coaches and teachers to monitor student progress during weekly site meetings.
Person Responsible	Maribel Lebron (maribel.lebron@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

N/A

PFEP Link

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

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.

N/A

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

N/A

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.

N/A

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

N/A

Part V: Budget

Total:

\$0.00