

School District of Osceola County, FL

Zenith Accelerated Academy



2019-20 Schoolwide Improvement Plan

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Zenith Accelerated Academy

2218 E IRLO BRONSON MEMORIAL HWY, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Robert Studly

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

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

School Board Approval

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

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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year	2012-13	2011-12
Grade		

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<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.

"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 Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Studly, Robert	Principal	Mr. Studly's main responsibilities lie in ensuring that school wide initiatives are implemented with fidelity and that all learners are being provided quality education. Mr. Studly will be conducting on-going walk-throughs, observations and assessment of instructional staff. He will assess the effectiveness of initiatives and progress toward goals through the stock-take process and report this information to Assistant Superintendents.
Cooper, Melissa	School Counselor	Mrs. Cooper's main responsibility is to ensure the emotional and social needs of our 8th-10th graders are meant as well as ensure that their schedules provide them the ability to be focused on a post-secondary goal. Mrs. Cooper will work with students and staff on becoming familiar with the Naviance system as well as assisting Mrs. Polanco with ensuring the safety and well being of students on campus.
Helms, Kathryn	School Counselor	Mrs. Helms' main responsibility is to ensure the emotional and social needs of our 11th & 12th graders are meant as well as ensure that their schedules provide them the ability to be focused on a post-secondary goal. Mrs. Helms will work with students and staff on becoming familiar with the Naviance system as well as assisting Mrs. Polanco with ensuring the safety and well being of students on campus. Mrs. Helms will help to ensure that students who qualify for Dual Enrollment are provided the opportunity to experience a post-secondary education.
Dunham, Thomas	Assistant Principal	Mr. Dunham will assist in continuously observing the instructional staff and providing support. Mr. Dunham will be the point person responsible for the Mathematics and Science goals. He will take part in regular PLC meetings for both teams and report back progress to Mr. Studly through the stock take process.
Vera, Dulce	Instructional Coach	Mrs. Vera will be responsible for leading the school's literacy/ELA team as well as a PLC leader and MTSS point person. Mrs. Vera will monitor progress being made towards literacy goals and also provide assistance in administering interventions through the MTSS process. She will also assist school PLC teams in working through facilitation issues and help each team make progress through the PLC steps.
Polanco, Yoldana	Dean	Mrs. Polanco's first priority is ensuring a safe and orderly campus. Mrs. Polanco will also be responsible for working with guidance counselors and CTE teachers to ensure that our students, teachers and staff are working toward a post-secondary culture. Mrs. Polanco will also monitor the progress of our Social Studies team in working towards meeting their achievement goals. Mrs. Polanco will report progress in these areas through the stock-take process.

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	0	0	0	0	0	0	0	0	88	38	77	142	200	545	
Attendance below 90 percent	0	0	0	0	0	0	0	0	10	9	18	47	81	165	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	2	4	6	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	5	3	17	47	47	119	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	35	27	42	95	127	326	

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	1	2	10	36	42	91

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	4	0	0	0	27	31
Students retained two or more times	0	0	0	0	0	0	0	0	9	5	8	12	16	50

FTE units allocated to school (total number of teacher units)

32

Date this data was collected or last updated

Wednesday 8/14/2019

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		
Attendance below 90 percent	0	0	0	0	0	0	0	0	4	3	3	26	72	108	
One or more suspensions	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	3	0	6	13	19	41	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	30	13	27	69	116	255	

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	18	4	17	52	62	153

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		
Attendance below 90 percent	0	0	0	0	0	0	0	0	4	3	3	26	72	108	
One or more suspensions	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	3	0	6	13	19	41	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	30	13	27	69	116	255	

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	18	4	17	52	62	153

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	0%	57%	56%	0%	57%	53%
ELA Learning Gains	0%	48%	51%	0%	47%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	41%	41%
Math Achievement	0%	46%	51%	0%	44%	49%
Math Learning Gains	0%	41%	48%	0%	42%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	38%	39%
Science Achievement	0%	69%	68%	0%	71%	65%
Social Studies Achievement	0%	70%	73%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	38 (0)	77 (0)	142 (0)	200 (0)	457 (0)
Attendance below 90 percent	9 (3)	18 (3)	47 (26)	81 (72)	155 (104)
One or more suspensions	0 (0)	0 (0)	2 (0)	4 (0)	6 (0)
Course failure in ELA or Math	3 (0)	17 (6)	47 (13)	47 (19)	114 (38)
Level 1 on statewide assessment	27 (13)	42 (27)	95 (69)	127 (116)	291 (225)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	22%	47%	-25%	55%	-33%
	2018	25%	47%	-22%	53%	-28%
Same Grade Comparison		-3%				
Cohort Comparison						
10	2019	10%	47%	-37%	53%	-43%
	2018	18%	49%	-31%	53%	-35%
Same Grade Comparison		-8%				
Cohort Comparison		-15%				

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
2019	22%	62%	-40%	67%	-45%
2018	24%	68%	-44%	65%	-41%
Compare		-2%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	27%	73%	-46%	71%	-44%
2018	42%	70%	-28%	71%	-29%
Compare		-15%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	26%	62%	-36%	70%	-44%
2018	25%	61%	-36%	68%	-43%
Compare		1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	35%	49%	-14%	61%	-26%
2018	41%	52%	-11%	62%	-21%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	10%	44%	-34%	57%	-47%
2018	9%	39%	-30%	56%	-47%
Compare		1%			

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 2017-18	C & C Accel 2017-18
SWD	4	17	20	3	17	14	8	7			
ELL	13	24		9	29		14	16		77	15
BLK	3	18	17	13			23	36		50	17
HSP	16	29		16	26	33	26	35		73	8
WHT	10	26		24	21		18	33		71	9
FRL	13	23	29	14	19	27	23	38		69	10
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

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)	CS&I
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	23
Total Points Earned for the Federal Index	290
Total Components for the Federal Index	11
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	24
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	
White Students	
Federal Index - White Students	27
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

8th grade FSA Mathematics showed the lowest performance (0% scoring a 3 or above).

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

Our learning gains as measured in Math (-11%) and ELA (-13%) showed the greatest decline.

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

8th grade FSA Mathematics shows the largest gap between our school (0%) and the state average (51%)

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

Geometry showed an improvement of 2%

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our largest area of concern illustrated by the EWS data is the number of students scoring a "1" on the Algebra 1 (257) and ELA EOC (326).

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

1. Math
2. ELA
3. Science
4. Post Secondary Culture
5. PLC

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Learning Gains and Proficiency in ELA
Rationale	<p>Learning gains are a crucial component that comprise the overall school grade. According to the 2018 and 2019 comparison data, the learning gains percentage dropped in ELA. Which contributed to the overall school rating from Commendable to Maintaining.</p> <p>In ELA, the learning gain achievement percentage dropped 13%, from 59% (2018) to 46% (2019). In addition, the ELL proficiency rate dropped 5%, from 12% (2018) to 7% (2019) and the ESE achievement was at 3%. This contributed to the overall ELA achievement drop from 25% (2018) to 22% (2019).</p>
State the measurable outcome the school plans to achieve	<p>Learning gains are a high-priority area of need that hold a direct connection to student achievement and the overall school academic grade. All means all, meaning that every student should be provided the opportunity to make at least one year of academic growth. With a developed and specific focus on learning gains, students will receive core instruction and targeted interventions that will meet their individual needs. This will provide the opportunity for an intended outcome of increased learning gains within ELA including but not limited to all sub groups.</p> <p>ELA learning gains will go from 22% (2019) to 28%(2020).</p>
Person responsible for monitoring outcome	Dulce Vera (dulce.vera@osceolaschools.net)
Evidence-based Strategy	<p>Using a student-centered strategy can be used to create engaging and rigorous standards-based activities. It is the process of identifying students' learning profile to modify student instruction to meet their diverse needs. Students enter a classroom with a wide range of skills, and this approach allows an educator to find alternative paths for students to reach their goals.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p>
Rationale for Evidence-based Strategy	<p>Higher level learning closes the achievement gap quicker. If students are constantly exposed to below grade level expectations, the gap will continue to widen as they lose exposure to grade level standards and expectations.</p> <p>School wide literacy is essential to and directly correlates to student achievement. A strong foundation in reading will help students achieve across subject areas. The ability to read, write, and think critically using complex texts prepares students to be successful in their educational career and to become productive citizens within a 21st Century society.</p>
Action Step	
Description	<p>Teachers will be strategically placed into their teaching assignment for the 2019-2020 school year. Factors such as area of certification, past years FSA data, past Achieve3000 data, student proficiency data, classroom structure and experience in the subject area will all be considered prior to placement.</p> <p>Tier 1 Core Instruction will be strengthened by implementing new procedures for missing</p>

assignments, Khan Academy and Achieve3000 with fidelity.

The content specific coaches and MTSS coach will provide ongoing professional development focusing on the instructional framework throughout the entirety of the school year to all grades 8 -12.

PLC subject groups will focus on scales, learning targets, tasks aligned to the target and the full depth of the standard, formative assessments, and elements of the Marzano Teaching Map.

During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.

Students will be provided with targeted interventions that meet the needs of all students.

Specific intervention programs (Language live, Lunch tutoring, Enrichment, Guided Reading, Intensive Reading placement etc) will be use with students determined based off of data coming from the FSA scores, formative assessments, running records, benchmark assessments, ESE / ELL placement, and individual teacher data.

Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.

Teachers will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency.

The school as a whole will strive to develop and maintain a positive parent student-teacher culture. Teachers will make one positive phone call home every day. Teachers will communicate with parents regularly and will hold parent/teacher conferences.

The literacy coach team will monitor subsets of lowest quartile data while in communication with the teachers to track student progress.

The administration team will monitor and track absences, tardies, formatives and diagnostic assessment scores. Data collected will be used to develop school wide interventions for students with an excessive absence or tardiness. As well as interventions for students that are not proficient in specific standards tested within a formative.

Teachers will work during PLC to plan lessons that engage students during the intervention time within their class.

All data will be kept on a spreadsheet monitored and shared with teachers, literacy coach, MTSS coach, ESE teachers and administration team.

Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.

**Person
Responsible**

Dulce Vera (dulce.vera@osceolaschools.net)

#2	
Title	Learning Gains and Proficiency in Math
Rationale	<p>Learning gains are a crucial component that comprise the overall school grade. According to the 2018 and 2019 comparison data, the learning gains percentage dropped in Math. Which contributed to the overall school rating from Commendable to Maintaining. In Math, the learning gain achievement percentage dropped 11%, from 55% (2018) to 44% (2019). In addition, the ELL proficiency rate in 2019 was 0%. The Alg 1 EOC pass rate stayed the same 34% in both 2018 and 2019. The Geometry EOC pass rate increased from 8% (2018) to 10% (2019).</p>
State the measurable outcome the school plans to achieve	<p>Learning gains are a high-priority area of need that hold a direct connection to student achievement and the overall school academic grade. All means all, meaning that every student should be provided the opportunity to make at least one year of academic growth. With a developed and specific focus on learning gains, students will receive core instruction and targeted interventions that will meet their individual needs. This will provide the opportunity for an intended outcome of increased learning gains within Math. Math learning gains will go from 44% (2019) to 56%(2020).</p>
Person responsible for monitoring outcome	<p>Thomas Dunham (thomas.dunham@osceolaschools.net)</p>
Evidence-based Strategy	<p>Throughout the course of this year we plan to focus on building Teacher Estimate of Achievement, Cognitive Task Analysis and refining/building upon our Response to Intervention.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	<p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>Research indicates that utilizing data to guide next steps in instruction positively impacts both the students and teachers. Additionally, it strengthens collaboration within the Professional Learning Community. A teacher's estimate of achievement reflects the accuracy of an individual teacher's knowledge of students in his or her classes and how that knowledge determines the kinds of classroom activities and materials as well as the difficulty of the tasks assigned. We believe a teachers ability to believe in a student's capability relates to their willingness to accurately use cognitive task analysis. Teachers are encouraged to ask higher-order questions that challenge the way students think about the content and help them monitor and practice their thinking. This type of analysis is aimed at understanding tasks that require a lot of cognitive activity from the user, such as decision-making, problem-solving, memory, attention, and judgment.</p> <p>Our RTI team is the backbone to assisting students who display a need for focused help in areas both academic, social and behaviorally in order to be successful.</p>
Action Step	

Description	1. Teachers will be strategically placed into their teaching assignment for the 2019 2020 school year. Factors such as area of certification, past years FSA data, PERT, PSAT and SAT student proficiency data, classroom structure and experience in the subject area will all be considered prior to placement.
	2. Tier 1 Core Instruction will be strengthened by targeted training District content specific coaches, teacher experts, and the Literacy/MTSS coach will provide ongoing professional development focusing on the instructional framework throughout the entirety of the school year to all grades 8 -12. Professional Learning Community subject area groups will focus on learning targets and addressing the full depth of the standard.
	3. Professional Learning Community subject area groups will focus on learning targets and addressing the full depth of the standard.
	4. Students will be provided with targeted interventions that meet the needs of all students. Specific intervention programs (intensive Math, Khan Academy, Math Nation and Math classroom tutoring etc) will be determined based off of data coming from the FSA scores, formative assessments, benchmark assessments, ESE / ELL placement, and individual teacher data.
	5. The school as a whole will strive to develop and maintain a positive parent student-teacher culture. Teachers will make one positive phone call home every day and this will be documented in their weekly lesson plans. Teachers will communicate with parents regularly and will hold parent/teacher conferences.
	6.The Math PLC team will monitor subsets of data while in communication with the point person to track student progress and identify if any groups are falling behind.
	7. Teachers will work during PLC to plan lessons that engage students during the intervention time within their class.
	8. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.
	9. The administration will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.
	10. Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.
	11. Teachers will provide Tier 3 instruction based on gaps in mathematics contents.
Person Responsible	Thomas Dunham (thomas.dunham@osceolaschools.net)

#3	
Title	Ensure a Schoolwide post-secondary culture for all students
Rationale	Research shows that students with greater exposure to CTE are more likely to graduate from high school, enroll in a two-year college, be employed, and earn higher wages.
State the measurable outcome the school plans to achieve	In the past two years Zenith has earned 10 acceleration points for our students. While this years results will not be reported until the 2021 SIP our focus will be to reach 40 acceleration points. Our goal for the end of this year is to reach 50 dual enrollment students as well as over 50 CTE certifications for our students.
Person responsible for monitoring outcome	Thomas Dunham (thomas.dunham@osceolaschools.net)
Evidence-based Strategy	
Rationale for Evidence-based Strategy	During the 2018-2019 school year students at Zenith earned approximately 15 CTE related certificates. Our goal for the 2019-2020 school year is for our students to earn 30 CTE related certificates.
Action Step	
Description	<p>1. Mrs. O'Dell will hold monthly "Salon Nights" in order to provide students with opportunities to meet the hour requirements needed for their Nail Tech License.</p> <p>2. Mrs. Quackenbush will work with the CTE office to ensure that students have the opportunity to meet the hour and skill requirements for the SERVSAFE and/or Safe Staff certificates.</p> <p>3. Mrs. Bohanan will work with Mr. Ed Rentas at the Information Technology Services Department, to ensure that students have the ability to test for their Adobe Premier Pro certificate. Kim Yoho, District CTE Resource Teacher, will provide support including online access to programs that aid in certification preparation.</p> <p>4. Mrs Warren will continue working with our on-site VPK to give Early Childhood students opportunities to earn hands on and practical learning opportunities to help the students in passing their Introductory DCF Training.</p> <p>Plan to Monitor Effectiveness</p> <p>Description</p> <p>1. Ms. Polanco will meet monthly with the CTE PLC to ensure that students are making satisfactory progress in working towards their certificates</p> <p>2. Ms. Polanco will assist Mrs. O'Dell in ensuring that students are earning their required practical hours to earn the Nail License.</p> <p>3. Ms. Polanco will work with Mrs. Quackenbush to ensure that the required infrastructure and equipment is in place for students to earn the Culinary CTE certificate.</p> <p>4. Ms. Polanco will assist Mrs. Bohanan in ensuring that a formal plan for Adobe Premier Pro testing is in place.</p> <p>5. Ms. Polanco will assist Mrs. Warren in ensuring that Early Childhood students are making satisfactory progress through the DCF Introductory Training course.</p>
Person Responsible	[no one identified]

#4	
Title	High Levels of Achievement in Science
Rationale	Over the past two years our Biology EOC scores have remained at 23% of students scoring a 3 or above.
State the measurable outcome the school plans to achieve	Students who are exposed to and literate in science will gain valuable information needed for the 21st century. We believe that with a focus on increasing rigor, cognitive task analysis and a consciously focusing efforts to address small group learning and active engagement through Kagan strategies that we can increase our science achievement scores by 3% this year.
Person responsible for monitoring outcome	Thomas Dunham (thomas.dunham@osceolaschools.net)
Evidence-based Strategy	<p>Research indicates that utilizing data to guide next steps in instruction positively impacts both the students and teachers. Additionally, it strengthens collaboration within the Professional Learning Community. In these learning communities we will ask teachers to focus on Cognitive Task Analysis, Inquiry Based Teaching, Kagan Strategies, Small Group Learning.</p> <p>This will be monitored by Thomas Dunham, through frequent walk-throughs, observations and participation in regular PLC meetings.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>We have selected Cognitive Task Analysis and Inquiry Based Teaching in an effort to assist teachers in addressing their standards and learning targets to the depths required. Kagan Strategies training will be provided to assist teachers in finding methods and structures to make Small Group Learning more meaningful and effective in the classroom.</p> <p>Interpreting and desegregating student data allows the teacher to identify needs of their class, as well as individual student needs. Students also learn to take account of their own learning, set measurable goals, and identify their strengths and weaknesses.</p>
Action Step	1) Implement collaborative structures for sub-groups to increase student support of each other's learning. This will be a large focus among the ELL students to increase language and academic vocabulary acquisition.
Description	<p>2) Identify and provide interventions through Language Live software administered along side an ESOL para-professional to identified ELL students.</p> <p>3) Teachers will implement proficiency scales to monitor students' progress with a focus on</p>

students using scales to track learning growth.

4) Professional Development regarding Cognitive Task Analysis, Kagan Strategies and Inquiry Based Instruction will take place during the school year.

5) The administration team will develop a professional development/training calendar that will focus on ensuring a shift in teacher instruction that will increase science achievement in ESE, ELL, Black, White, Hispanic and lowest 25%. Teachers will participate in a professional development workshop each month. These workshops will be led by model teachers, instructional coaches, district coaches, and administrators.

6) Teachers will administer district provided formative assessments periodically. Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to sharpen their comprehension.

7) During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.

8) The administration will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

9) Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.

10) Teachers will provide Tier 3 instruction based on gaps in science contents.

**Person
Responsible**

Thomas Dunham (thomas.dunham@osceolaschools.net)

#5	
Title	Strengthen Collaborative Processes
Rationale	<p>The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.</p> <p>When teachers participate in authentic PLCs in all accountability areas, engaging lesson plans using high yield strategies and best practices, can be planned. In addition, common formative assessments can be developed to monitor student achievement. Student achievement includes all students including ESE, ELL, Black, Hispanic, white and FRL students.</p>
State the measurable outcome the school plans to achieve	<p>All ELA, Reading, Math, Science, Civics, and US History PLCs will be at Stage 5 on the PLC Seven Stage Rubric by the end of Semester 1 2019-2020 assessed by the Principal using the Seven Stage Rubric and format data.</p> <p>All PLCs will be at stage 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020.</p> <p>ELA, Math, proficiency and gains will increase by 4% in all sub groups.</p> <p>Science proficiency will increase by 3% in all sub groups</p> <p>Social Studies proficiency will increase to 49% in all sub groups.</p>
Person responsible for monitoring outcome	Dulce Vera (dulce.vera@osceolaschools.net)
Evidence-based Strategy	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.
Rationale for Evidence-based Strategy	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.
Action Step	
Description	<ol style="list-style-type: none"> 1. Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, Social Studies, and Science PLCs. 3. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 4. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model. <p>Rationale for Evidence-based Strategy</p> <p>If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.</p>

1. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team.
2. Principal and assistant principal (s) will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC.
3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.
4. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted to train staff on the School City platform.
5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.
6. A PLC Guiding Coalition will be formed to oversee the process.
7. District formative assessments will be given every four and a half weeks in all accountability areas.
8. Principals will present within their schoolwide PLC a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020).

Person Responsible Dulce Vera (dulce.vera@osceolaschools.net)

#6	
Title	High Levels of Achievement in Social Studies
Rationale	Students who are exposed to and are literate in social studies content will gain valuable information needed for the 21st century. Over the last two years, our Civics EOC has decreased significantly from 42% proficiency in 2017-2018 to 27% proficiency in 2018-2019. Our US History EOC pass rate increased by 1%, from 25% in 2017-2018 to 26% proficiency in 2018-2019.
State the measurable outcome the school plans to achieve	We believe that if we focus on increasing rigor, cognitive task analysis and consciously focus our efforts to differentiate small group instruction and actively use Kagan engagement strategies that we can increase our Civics proficiency to 42% and US History proficiency to 29% by the end of the 2019-2020 school year.
Person responsible for monitoring outcome	Yoldana Polanco (yoldana.polancomezquita@osceolaschools.net)
Evidence-based Strategy	<p>Research indicates that utilizing data to guide next steps in instruction positively impacts both the students and teachers. Additionally, it strengthens collaboration within the Professional Learning Community. In these learning communities we will ask teachers to focus on Cognitive Task Analysis, Inquiry Based Teaching, Kagan Strategies, Small Group instruction.</p> <p>This will be monitored by Yoldana Polanco, through frequent walk-throughs, observations and participation in regular PLC meetings.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p> <p>Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement.</p> <p>We have selected Cognitive Task Analysis and Inquiry Based Teaching in an effort to assist teachers in addressing their standards and learning targets to the depths required. Kagan Strategies training will be provided to assist teachers in finding methods and structures to make Small Group Learning more meaningful and effective in the classroom for all students.</p> <p>Interpreting and desegregating student data allows the teacher to identify needs of their class, as well as individual student needs. Students also learn to take account of their own learning, set measurable goals, and identify their strengths and weaknesses.</p>
Action Step	
Description	1. 1) Implement collaborative structures for sub-groups to increase student support of each other's learning. This will be a large focus among the ELL students to increase language and academic vocabulary acquisition.

- 2) Identify and provide interventions through Language Live software administered along side an ESOL para-professional to identified ELL students.
- 3) Teachers will implement proficiency scales to monitor students' progress with a focus on students using scales to track learning growth.
- 4) Professional Development regarding Cognitive Task Analysis, Kagan Strategies and Inquiry Based Instruction will take place during the school year.
- 5) The administration team will develop a professional development/training calendar that will focus on ensuring a shift in teacher instruction that will increase civics and US history achievement in ESE, ELL, Black, White, Hispanic and lowest 25%. Teachers will participate in a professional development workshop each month. These workshops will be led by model teachers, instructional coaches, district coaches, and administrators.
- 6) Teachers will administer district provided formative assessments periodically. Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to sharpen their comprehension.
- 7) During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.
- 8) The administration will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven, based off data collected through Leadership walkthroughs, Stocktake meetings, Coaching for Implementation, Rigor Walks and District Learning Cycle Visits.
- 9) Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.
- 10) Teachers will provide Tier 3 instruction based on gaps in social studies content.

**Person
Responsible**

Yoldana Polanco (yoldana.polancomezquita@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school website, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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.

At Zenith, we provide individual counseling and mentoring sessions to targeted groups and individuals to help them be successful. Furthermore, our guidance counselor, school psychologist, and social worker help support all of our learners to ensure that the social emotional needs of the students are met. The counselor and social worker also collaborate to connect families with outside services including mental health counseling and obtaining resources to help improve their quality of life.

Zenith's admin team frequently meets with all seniors on a regular basis in a one on one mentoring to program to ensure that students are being successful academically and socially. The administrative team is also available to all students to help support their social-emotional needs.

As an added program Zenith hosts a teen parenting program called COPE. As part of the COPE program teen parents receive education based on child development as well as support from a non-profit program, Teen Parents Choose Life, on site which provides donation items and social-emotional support.

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools for support social-emotional learning environments.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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

To support the transition of high school to post-secondary, Zenith's guidance counselors work with a College/Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used to give students the opportunity to explore career/college options and interests. Zenith also provides regular assistance to seniors with help in completing their FAFSA applications as well as access to recruiters of all branches.

In an effort to increase student preparedness for post secondary life, Zenith has been working with the OTech and Valencia College staff to steadily increase the access to dual enrollment programs offered to our students.

Question 4:

We work as a team comprised of the Principal, Assistant Principal, School Counselors (2), Reading

Coach, Math Department Chair, ESE Staff, Dean, School Psychologist and Classroom Teachers 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, FSA, and EOC/SAT/ACT scores as well as behavior trends 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.

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.

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant

When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D

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

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors, paid through Title IV funds, to support course acceleration and college and career achievement at the secondary levels. Naviance software is used at our high school to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in eighth, eleventh and twelfth grades to learn about college/career options and potential areas of study.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Learning Gains and Proficiency in ELA				\$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	9003 - Zenith Accelerated Academy	General Fund		\$1,000.00
			Notes: This will be used for the purchase of supplemental materials.			
	7200	790-Miscellaneous Expenses	9003 - Zenith Accelerated Academy	Title, I Part A		\$10,000.00
			Notes: This will be used to support remedial efforts and extended learning opportunities.			
2	III.A.	Areas of Focus: Learning Gains and Proficiency in Math				\$19,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	9003 - Zenith Accelerated Academy	General Fund		\$4,000.00
			Notes: This will be used for the purchase of a class set of calculators for Geometry			
	7200	790-Miscellaneous Expenses	9003 - Zenith Accelerated Academy	School Improvement Funds		\$5,000.00
			Notes: This will be used to support the purchase of additional training resources related to student engagement and/or Kagan strategies.			
	7200	790-Miscellaneous Expenses	9003 - Zenith Accelerated Academy	Title, I Part A		\$10,000.00
			Notes: This will be used to support remedial efforts and extended learning opportunities.			

3	III.A.	Areas of Focus: Ensure a Schoolwide post-secondary culture for all students				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	9003 - Zenith Accelerated Academy	Title, I Part A		\$2,000.00
			<i>Notes: This will be used to support student exposure to dual enrollment programs through immersion trips to Otech, Valencia Manufacturing and other potential college and career post-secondary training sites.</i>			
	7200	790-Miscellaneous Expenses	9003 - Zenith Accelerated Academy	School Improvement Funds		\$2,000.00
			<i>Notes: This will be used to support career and technical education programs for the purchasing of supplies.</i>			
4	III.A.	Areas of Focus: High Levels of Achievement in Science				\$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	9003 - Zenith Accelerated Academy	Other		\$500.00
			<i>Notes: This will be used to purchase supplies for the Biology course and Physical Science Honors.</i>			
	7200	790-Miscellaneous Expenses	9003 - Zenith Accelerated Academy	Title, I Part A		\$5,000.00
			<i>Notes: This will be used to support remedial efforts and extended learning opportunities.</i>			
5	III.A.	Areas of Focus: Strengthen Collaborative Processes				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	9003 - Zenith Accelerated Academy	General Fund		\$4,000.00
			<i>Notes: This will be used for training purposes.</i>			
6	III.A.	Areas of Focus: High Levels of Achievement in Social Studies				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	790-Miscellaneous Expenses	9003 - Zenith Accelerated Academy	Title, I Part A		\$5,000.00
			<i>Notes: This will be used to support remedial efforts and extended learning opportunities.</i>			
Total:						\$48,500.00