Simon Youth Found Acad At Outlet Mktplce

2019-20 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

Demographics

Principal: William Tovine

Start Date for this Principal: 7/22/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 10-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
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)	Hispanic 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	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Orange 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 10-12	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

Grade

School Board Approval

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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	Job Duties and Responsibilities
Tovine, William	Principal	The principal is the head of the administrative team within a school and is responsible for overseeing the daily operations of the institution. The responsibilities of the principal include: coordinate staff schedules, oversee the development of curriculum and enforce school policies relating to discipline, safety and mental health. The principal also coordinates staff training days and works directly with students who need help meeting or setting goals. The principal also serves as the direct liaison between the school and the school board and is responsible for ensuring that the school operates according to school board protocols.
Lebron, Maribel	Assistant Principal	The role of the assistant principal is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. The responsibilities include: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing discipline, safety, mental health and budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.
McCray, Ima	Assistant Principal	The role of the assistant principal is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. The responsibilities include: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing discipline, safety, mental health and budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.
Merchant, Daniel	Assistant Principal	The role of the assistant principal is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. The responsibilities include: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing discipline, safety, mental health and budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.
Webster-Gardiner, David	Assistant Principal	The role of the assistant principal is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. The responsibilities include: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing discipline, safety, mental

Name	Title	Job Duties and Responsibilities
		health and budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	1	13	14
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	7	4	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	2	2	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	7	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	3	0	3

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
6

Date this data was collected or last updated
Monday 7/22/2019

Prior Year - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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 with two or more early warning indicators:

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

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	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 with two or more early warning indicators:

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

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%	55%	56%	0%	51%	53%
ELA Learning Gains	0%	53%	51%	0%	46%	49%
ELA Lowest 25th Percentile	0%	40%	42%	0%	34%	41%
Math Achievement	0%	43%	51%	0%	34%	49%
Math Learning Gains	0%	49%	48%	0%	33%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	33%	39%
Science Achievement	0%	70%	68%	0%	64%	65%
Social Studies Achievement	0%	73%	73%	0%	67%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	10	11	12	
Number of students enrolled	0 (0)	1 (0)	13 (0)	14 (0)
Attendance below 90 percent	0 (0)	7 (12)	4 (2)	11 (14)
One or more suspensions	0 (0)	2 (4)	2 (0)	4 (4)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	10	**11**	**12**	
Course failure in ELA or Math	0 (0)	7 (13)	0 (0)	7 (13)
Level 1 on statewide assessment	0 (0)	3 (2)	0 (0)	3 (2)

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
10	2019					
	2018					
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	
2019						
2018	0%	62%	-62%	65%	-65%	
CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2019						
2018						

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	69%	-2%	70%	-3%
2018	78%	65%	13%	68%	10%
Compare		-11%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	53%	-53%	57%	-57%
2018	0%	65%	-65%	56%	-56%
Compare		0%			

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
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)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	54
Total Components for the Federal Index	1

ESSA Federal Index	
Percent Tested	86%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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 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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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.

Simon Youth Academy had 43% (3/7) students in grade 11 score a level 1 on the ELA FSA in English, 43% (3/7) students scored a level 2 and 25% (1/4) students score a level 4. Students showed the lowest performance in Craft and Structure, Key Ideas and Details and Integration of Knowledge and Ideas. A contributing factor students struggle with is vocabulary building and reading comprehension. This school year, Alternative Education will be implementing academic notebooks for students to focus on vocabulary skill building, grammar, and we will embed reflective journal writing across curricula.

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

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. Based on the performance data, this year the instructional leadership team and coaches have developed a strategic academic plan that will include evidence-based reading and writing strategies to ensure we address this area of concern.

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.

During the 2019 school year, the state average for ELA achievement was 56%. According to Simon Youth Academy's FSA retake data, 13% (1/8) students scored a level 3 or higher on the ELA FSA retake. This component had the greatest gap when compared to the state average. A contributing factor with our early warning students was attendance with our 11th and 12th grade students. This

year, we will continue to utilize intervention strategies to track and monitor attendance. In addition, reading coaches will create early intervention groups to prepare students for the retake assessment during the beginning of each quarter to ensure students have mastered the standards.

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

According to the early warning data, the number of students scoring a level 1 on ELA or Math was 3%. This was the one of the most improved component. A contributing factor to this positive outcome is the instructional coaches attended District Professional Learning Community meetings monthly. Administrators and coaches were provided with instructional strategies to share with teachers to promote standards-based instruction and best practices. In addition, classroom walk throughs were conducted and actionable feedback was provided to teachers to enhance student learning.

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

Two potential areas of concern according to the early warning data is student attendance below 90% and course failures in ELA and Math.

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

1. Attendance below 90%.
2. Course failures in ELA and Math
3. In or out of school suspensions

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students will increase learning gains in Math.
Rationale	For the 2017-2018 school year, no data is reported for students at Simon Youth Academy who made learning gains in Math. For the 2018-2019 school year, 100% of students at Simon Youth made learning gains in Math. Additional support and interventions will be implemented so that 100% of students at Simon Youth Academy make learning gains in Math for the 2019-2020 school year.

State the measurable outcome the school plans to achieve	For the 2019-2020 school year, 100% of students at Simon Youth Academy will make learning gains in Math.
Person responsible for monitoring outcome	William Tovine (william.tovine@ocps.net)
Evidence-based Strategy	The high yield evidence based strategies we will use to enhance instruction are: • Help students process new content when introducing new Math standards • Help students elaborate on new content • Organize students to practice and deepen new knowledge.
Rationale for Evidence-based Strategy	The leadership team and coaches will attend the district professional learning community trainings to assist teachers with evidence based strategies and interventions to enhance instruction across curricula content. Administrators and coaches will conduct weekly classroom walk throughs, provide actionable feedback to teachers and monitor student learning strengths and weaknesses. Teachers will address areas of concern utilizing progress monitoring and common assessment data. This will be evident with the use of classroom walk throughs. To increase learning gains and narrow the achievement gap with our ESE and ELL subgroups, we will utilize the following high yield strategies: ESE • Build a culture of collaboration between professionals (ESE and non-ESE) to increase student success • Explicitly teach students to maintain and generalize new learning across time and settings • Build up our system of how we will analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes • Develop and implement a system of teaching social behaviors ELL • Frontload academic vocabulary by utilizing the 7- step approach adapted from Dr. Calderon's ExCELL (Expediting Comprehension for English Language Learners). • Activate or build background knowledge. • Use sentence frames to give students practice with academic language. • Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc. • Use Pictures and Realia Manipulatives. • Use Concept Maps and Graphic Organizers such as: Thinking Maps, Venn diagrams, T-Charts, Compare and Contrast Organizers, Cause and Effect Organizers, Word Sorts. • Use short simple sentences with clear articulation. • Use gestures and facial expression. • Use Cooperative Learning and Collaborative Group Projects.

Culturally Responsive Plan
Teachers and staff will utilize a Culturally Responsive School Plan to help establish positive communication with families, teachers, and staff. Some culturally responsive teaching strategies will include activities that encourage teachers to learn about their students, integrate relevant word problems and promote real world scenarios and experiences, in addition to presenting new concepts in student vocabulary. As we actively engage in the implementation of our Culturally Responsive School Plan, we will build parent-school collaboration that will include parent involvement meetings, communication through school newsletters and telecommunication using Skylert messaging. Furthermore, we will motivate parents to become school volunteers and we will connect with community stakeholders as a part of our Student Advisory Council.

Action Step	
Description	1. Monitor quarterly progress monitoring assessments and common assessments. 2. Academic data will be collected and reviewed during weekly site meetings. 3. Conduct child study team meetings to track and monitor student attendance every 9 weeks. 4. Collaboration with guidance counselors to monitor the course failure rate. 5. Intervention groups will provide remediation and push in services with math coaches. 6. Khan Academy SAT diagnostic results will be monitored and reviewed to differentiate instruction.
Person Responsible	William Tovine (william.tovine@ocps.net)

#2	
Title	Students will increase learning gains in English Language Arts.
Rationale	For the 2017-2018 school year, 77% of students at Simon Youth Academy made learning gains in ELA. For the 2018-2019 school year, 79% of students at Simon Youth Academy made learning gains in ELA. This represents a 2% increase in students making learning gains in ELA. Additional support and interventions are needed for students who did not make learning gains in this area. The school will incorporate a strategic plan, including evidence-based strategies, including Close-Read strategies that include writing, to increase learning gains in ELA for students at Simon Youth Academy.

State the measurable outcome the school plans to achieve

For the 2019-2020 school year, the percent of students at Simon Youth Academy making learning gains in ELA will increase 3% (from 79% to 82%).

Person responsible for monitoring outcome

William Tovine (william.tovine@ocps.net)

Evidence-based Strategy

The high yield evidence based strategies we will use to enhance instruction are:
• Help students process new content when introducing new ELA standards
• Help students elaborate on new content
• Organize students to practice and deepen new knowledge.

Rationale for Evidence-based Strategy

The leadership team and coaches will attend the district professional learning community trainings to assist teachers with evidence based strategies and interventions to enhance instruction across curricula content. Administrators and coaches will conduct weekly classroom walk throughs, provide actionable feedback to teachers and monitor student learning strengths and weaknesses. Teachers will address areas of concern utilizing progress monitoring and common assessment data. This will be evident with the use of classroom walk throughs. To increase learning gains and narrow the achievement gap with our ESE and ELL subgroups, we will utilize the following high yield strategies:
ESE
• Build a culture of collaboration between professionals (ESE and non-ESE) to increase student success
• Explicitly teach students to maintain and generalize new learning across time and settings
• Build up our system of how we will analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes
• Develop and implement a system of teaching social behaviors
ELL
• Frontload academic vocabulary by utilizing the 7- step approach adapted from Dr. Calderon's ExCELL (Expediting Comprehension for English Language Learners)
• Activate or build background knowledge.
• Use sentence frames to give students practice with academic language.
• Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.
• Use Pictures and Realia Manipulatives.
• Use Concept Maps and Graphic Organizers such as: Thinking Maps, Venn diagrams, T-Charts, Compare and Contrast Organizers, Cause and Effect Organizers, Word Sorts.
• Use short simple sentences with clear articulation.

• Use gestures and facial expression.
• Use Cooperative Learning and Collaborative Group Projects.

Culturally Responsive Plan
Teachers and staff will utilize a Culturally Responsive School Plan to help establish positive communication with families, teachers, and staff. Some culturally responsive teaching strategies will include activities that encourage teachers to learn about their students, integrate relevant word problems and promote real world scenarios and experiences, in addition to presenting new concepts in student vocabulary. As we actively engage in the implementation of our Culturally Responsive School Plan, we will build parent-school collaboration that will include parent involvement meetings, communication through school newsletters and telecommunication using Skylert messaging. Furthermore, we will motivate parents to become school volunteers and we will connect with community stakeholders as a part of our Student Advisory Council.

Action Step

Description

1. Increase proficiency in reading and responding to complex text-based writing through evidence-based writing across curricula.
2. Students will participate in weekly writing assignments related to current events real world experiences.
3. Students will cite evidence and analyze themes and author's choices.
4. Monitor quarterly progress monitoring assessments and common assessments.
5. Academic data will be collected and reviewed during weekly site meetings.
6. Conduct child study team meetings to track and monitor student attendance every 9 weeks.
7. Collaboration with guidance counselors to monitor the course failure rate.
8. Intervention groups will provide remediation and push in services with reading coaches.
9. Khan Academy SAT diagnostic results will be monitored and reviewed to differentiate instruction.

Person Responsible

William Tovine (william.tovine@ocps.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.

During the 2019-2020 school year, Simon Youth Academy will build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students by:

1. Ensure parental awareness of school events and initiatives through various media (eg: notices sent home with student, telephone contact, email, notices mailed, and newsletters sent home).
2. Create a flexible meeting schedule for parent conferences in order to accommodate parent work schedules and other conflicts.
3. Employ regular teacher communication with parents regarding student behavior, academic strengths, and areas which may need improvement.
4. Sponsor parent nights, in order to share curricular college career information and while establishing one-on-one communication between parents and teachers.

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.

Simon Youth Academy provides academic counseling, instruction on social life skills, and collaborate with host agencies for mental health support. Community resources are utilized, such as local employers to support workplace skills for students as they relate to academic skills. Teachers work collaboratively to ensure student accommodations are met. Guidance counselors work closely with students to navigate their academic progress. The counselor has monthly reviews with each student to discuss their progress and to distribute information regarding career and college readiness information and the administrations work closely with students to stay abreast the emotional needs that may arise throughout the year.

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

Simon Youth Academy school guidance counselors meet with every students quarterly. At the beginning of the year, counselors complete a graduation plan and a transition plan. Students that are out of progression with their cohort are enrolled in credit recovery courses as well. In addition, students are encouraged to attend before and/or afterschool tutoring, continuing educational programs through Career and Technical Education, and dual enrollment.

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.

School guidance counselors work with students to help guide them toward a career path that matches their skills and personal preferences, while providing academic guidance. School guidance counselors meet with students both in small groups and individually to discuss future plans, investigate careers, post-secondary requirements, and help students seeking financial assistance. The counselors also arrange college and career and technical education visits, facilitate career and academic fairs, and arrange for students to speak with representatives from post-secondary institutions during the school day. All students attend student/ teacher advisory meetings to help build positive relationships with their peers and teachers. Various topics are emphasized by grade level to ensure each student's career courses are meaningful to them, now, in high school, and beyond.

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

Post-secondary planning begins at the time students are enrolled in school. The school counselor and the college and career coach collaboratively work together to formulate an individual plan to prepare students for a successful transition. Some of the strategies used to advance college and career

awareness include the following:

• Facilitate individual and small group sessions to discuss career opportunities and college interests
• Schedule interviews for students with local businesses for employment opportunities
• College and career tours
• Conduct college and career fairs
• Provide Financial Aid Night
• Offer academic guidance
• Connect students with community-based programs for volunteer opportunities
• Orange Technical College Tour
• College application help session
• OCPS College Expo
• Financial Aid Night
• FAFSA help sessions
• Parent information nights
• College and career exploration "Naviance"
• Guest speakers from several occupations.
• "College Week" activities.

Part V: Budget

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

1	III.A.	Areas of Focus: Students will increase learning gains in Math.	$0.00
2	III.A.	Areas of Focus: Students will increase learning gains in English Language Arts.	$0.00
		Total:	$0.00