

School District of Osceola County, FL

Zenith Accelerated Academy



2020-21 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: 7/6/2015

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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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www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	Yes	%
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		

School Board Approval

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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, position title, and job duties/responsibilities 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 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. Cooper will work with students and staff on becoming familiar with the Xello system.
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.
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.
Rosado, Josephine	School Counselor	Mrs. Rosado'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.

Demographic Information

Principal start date

Monday 7/6/2015, Robert Studly

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

Total number of teacher positions allocated to the school

34

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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
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
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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	62	42	59	123	168	454		
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	0	0	3	5	10		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0			
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	16	42	30	89		
Course failure in Math	0	0	0	0	0	0	0	0	1	0	15	24	28	68		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	1	93	94		
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	2	54	57	113		

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	1	21	36	58

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	35	35	
Students retained two or more times	0	0	0	0	0	0	0	0	12	10	8	8	18	56	

Date this data was collected or last updated

Wednesday 8/26/2020

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		
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

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	
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

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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

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	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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

ESSA Federal Index	
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%	2
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%	2
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%	0
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%	0
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%	2
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%	1

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%	0
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%	0
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%	1
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%	1

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.

A definite area of concern would be 9th & 10th ELA/R data. This information showed struggling learners were interacting with reading intervention programs but not making significant growth. Some contributing factors to this may include a change of staff and inexperienced staffing in these classes but more importantly a struggle with using the data provided by the interventions.

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

Civics appeared to be one of the areas of recent decline. The staff has been consistent and no major changes have occurred to the scheduling of the assessment or course. This lack of outside influences seems to indicate that the instructional techniques and supports provided are in need of assistance/improvement.

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.

This again seemed to be Civics.

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

Biology seems to have shown an improvement. A possible contributing factor in this could be a change in staffing, alteration to the student course schedule and improved use of formative assessment data. We have recently worked to consciously schedule students in to courses such as Environmental science prior to taking Biology as a method to provide additional instruction in Life Science standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

According to current EWS data our biggest area of concern would be students scoring a level 1 in both Math and ELA. While not currently indicated in current EWS data we know that historically attendance is also a major area of concern.

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

1. ELA
2. Math
3. Attendance
4. Science
5. Post Secondary Culture/Certification

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Learning Gains and Proficiency in English/Language Arts

Area of Focus Description and Rationale:	Learning gains are crucial to the overall proficiency score of the school. Our last comparison data available was from the 2018-19 school year. During that year, we saw a dip in our ELA scores as well as our ELL students ELA scores. We noticed the same trend during the 19-20 school year with grades 8, 9 and 10 however preliminary data showed increased performance in our 11th and 12th grade students.
Measurable Outcome:	We expect to see a gain of 10% in our ELA learning gains in 8th through 10th grade students by focusing our efforts on providing increased and focused supports to multiple subgroups including ELL, ESE, Black and Hispanic.
Person responsible for monitoring outcome:	Robert Studly (robert.studly@osceolaschools.net)
Evidence-based Strategy:	<p>NWEA testing will drive curriculum for Tier 1 students. Teachers will use the data from the MAP Growth Assessment to determine learning gaps and help accelerate student learning. Teachers will also utilize district formative assessments to help determine appropriate changes and remediation that will need to take place.</p> <p>Students learning will take place at their own unique individual level, so the teacher will be regularly assessing the students and providing differentiated instruction as needed. Teachers will engage in a collaborative analysis of student assessments and adjust instruction accordingly</p> <p>Teachers, Para-Professional and ESE Support staff will work to provide students with the MTSS, ELL and Support Facilitation services they need.</p>
Rationale for Evidence-based Strategy:	<p>Studies show that the analysis assessment data serves a critical role in teacher decision making and meeting the diverse needs of the individual students. Additionally , collaborative analysis of formative and summative assessments to adjust instruction produces significant learning gains for all student, including those with disabilities. (Marzano, 2003), (Reeves, 2010), (Dufour, 2010)</p>

Action Steps to Implement

- 1: Teachers will administer NWEA MAP Growth Assessment during multiple windows throughout the school year.
- 2: PLC teams will collaborate to determine appropriate next steps based on individual needs from NWEA MAP results.
- 3: Para-professionals will provide "push-in" support for Tier 2 students as well as create time for certified teachers to provide Tier 3 supports.
- 4: All staff will receive continual training in best practices and increasing student engagement.
- 5: ELL focused Para-Professional will support Tier A students in the ELA/R courses
- 6: ESE Support Facilitation teachers will be assigned to appropriate classes.
- 7: Administration will provide additional intervention time to support struggling learners identified in the EWS and formative assessments.
- 8: Staff will use progress monitoring data, classroom observations and rubrics to continually identify student needs and provide differentiated instruction and supports.

Person Responsible Robert Studly (robert.studly@osceolaschools.net)

#2. Other specifically relating to Learning Gains and Proficiency in Math

Area of Focus Description and Rationale:	Learning gains are a crucial component of how Zenith earns it's School Improvement Rating. In 2018-19, the last year we have data for, our math scores dropped in M/J 8 and Algebra, but we saw minimal gains in Geometry. During the 19-20 school year we noticed that formative data showed an increasing need in the areas of Pre-Algebra and Algebra 1.
Measurable Outcome:	We plan to raise our learning gains in all three math areas by 10% each.
Person responsible for monitoring outcome:	Thomas Dunham (thomas.dunham@osceolaschools.net)
Evidence-based Strategy:	<p>NWEA testing will drive curriculum for Tier 1 students. Teachers will use the data from the MAP Growth Assessment to determine learning gaps and help accelerate student learning. Tier 2 and Tier 3 students will receive support through success Maker. Additionally, push-in para professional support will be provided to Tier 2 Students. Tier 3 students will receive individual targeted support by their teacher.</p> <p>Teachers will utilize district formative assessments to help determine appropriate changes and remediation that will need to take place for student mastery of standards. Supplemental materials that include the use of technology will allow opportunities to reteach important information.</p> <p>Support Facilitation services will be provided to ESE students on an on going basis.</p> <p>Content Area Glossaries will be provided to ELL students as appropriate</p>
Rationale for Evidence-based Strategy:	Research illustrates a correlation between student achievement and the development of an achievable rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning. (William, 2007), (Marzano, 2003)

Action Steps to Implement

- 1: Teachers will administer NWEA MAP Growth Assessment during the testing windows in the fall, winter and spring.
- 2: Teachers will review NWEA data in their PLC's and determine next steps towards differentiated instruction to ensure students are accelerating their learning.
- 3: Teachers will incorporate higher order thinking questions throughout the curriculum and ensure they are meeting the rigor of each standard
- 4: Staff will use multiple means of addressing problem solving strategies and approaches
- 5: Teachers and Para-Professional will provide supplemental learning opportunities to students identified using the EWS data and formative assessments.
- 6: Teachers will provide quality feedback and cognitively engaging lessons through their work in Professional Learning Communities.
- 7: School's stocktake will review data. MTSS supports will be implemented to assists Tier 2 and Tier 3 students.

Person Responsible Thomas Dunham (thomas.dunham@osceolaschools.net)

#3. Other specifically relating to Proficiency in Science

Area of Focus Description and Rationale:	Science education is one of the most important subjects in school due to its relevance to students' lives and the universally applicable problem-solving and critical thinking skills it uses and develops. These are lifelong skills that allow students to generate ideas, weigh decisions intelligently and even understand the evidence behind public policy-making. Teaching technological literacy, critical thinking and problem-solving through science education gives students the skills and knowledge they need to succeed in school and beyond.
Measurable Outcome:	The last Biology EOC data showed that 22% of students scored a 3 or higher on the End of Course Assessment. Our goal for this year is to increase that by 10%.
Person responsible for monitoring outcome:	Robert Studly (robert.studly@osceolaschools.net)
Evidence-based Strategy:	Science curriculum must be made relevant to students by framing lessons in contexts that give facts meaning, teach concepts that matter in students lives and provide opportunities for solving complex problems.
Rationale for Evidence-based Strategy:	Students who manipulate scientific ideas using hands-on strategies and activities are more successful than peers who are taught by teachers relying primarily on lecture and the text based resources. (Lynch & Zenchak, 2002)

Action Steps to Implement

- 1: The Science PLC will meet weekly to review common assessment results and create the appropriate interventions needed.
- 2: Science teachers will participate in on-going professional development including inquiry based investigations, RWTS in the science class and Kagan strategies.
- 3: Teachers will learn and implement standards based stations and implement differentiated instruction as an instructional strategy to break down student data and content mastery.
- 4: ELL and ESE support in the classroom will occur through collaboration with the RCS and ESOL Compliance Specialist ensuring students are supported in science courses.
- 5: The teacher will provide Tier 2 and Tier 3 instruction based on grade level standards, data, student tracking, collaborative planning and data analysis.
- 6: Teachers will administer NWEA MAP Growth Assessment in the periodically throughout the year and will evaluate data as a PLC to determine next steps and additional interventions.

Person Responsible Thomas Dunham (thomas.dunham@osceolaschools.net)

#4. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus
Description
and
Rationale:**

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, establish and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. SEL is critical to developing competencies besides academic content knowledge that are necessary to succeed in college and in careers. (NEA).

Measurable Outcome:

Our 2019-2020 SEL Climate Survey showed that 33% of students responded favorably for school belonging and only 22% responded favorably to the questions "How connected do you feel to the adults at your school". In 20-21 we would like to increase the School Belonging response by 10%.

Person responsible for monitoring outcome:

Yoldana Polanco (yoldana.polancomezquita@osceolaschools.net)

Evidence-based Strategy:

We will utilize the district approved curriculum, provide extended learning opportunities and individualize instruction for all students. Staff members will utilize PBIS strategies throughout the school in an effort to reduce absences and increase a positive school culture as evidenced by SEL surveys conducted during the school year.

Rationale for Evidence-based Strategy:

Social Emotional Learning is an approach that is focuses on student-centered strategies and practices. SEL uses techniques that build on student's current knowledge and skills. (Gardner, 1983)

Action Steps to Implement

- 1: Teachers and staff will plan lessons and activities that are engaging and relevant to student learning with a focus on the students assets, interests and passions.
- 2: Teachers will received increased training and on-going development pertaining to PBIS strategies.
- 3: All staff will implement PBIS practices throughout the school and increase student voice in decision making through involvement in groups such as SAC, student government and the creation of common expectations.
- 4: Teachers will use active learning strategies and integrate SEL strategies into curriculum such as self management, confidence, efficacy and social awareness.
- 5: All SEL surveys will be analyzed to identify the effectiveness and further need for school interventions.
- 6: The leadership team will review monthly behavior data from subgroups and develop appropriate initiatives and interventions.

Person Responsible

Yoldana Polanco (yoldana.polancomezquita@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	ESSA Data shows that Zenith had all groups below required ESSA Levels of 41%. Due to this Zenith is currently a CS&I school.
Measurable Outcome:	The expectation is that students in all sub categories will meet the states level of expectation of 41%.
Person responsible for monitoring outcome:	Robert Studly (robert.studly@osceolaschools.net)
Evidence-based Strategy:	Teachers will differentiate instruction in academically diverse classrooms seeking to provide appropriately challenging learning experiences for all students. Para-Professionals and Support Facilitation Staff will work to provide supports to identified students in an effort to create equitable access to curriculum.
Rationale for Evidence-based Strategy:	Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and a student's individual needs. They suggest that this balance is achieved by modifying four elements related to curriculum; Content- Information and skills that students need to learn Process- How student make sense of the content being taught Product- How students demonstrate what they have learned Affect- The feelings and attitudes that affect students' learning.

Action Steps to Implement

- 1: Team teachers will share common planning and participate in weekly subject area Professional Learning Communities that will focus on assessments and standardized lesson plans.
- 2: Students in ESSA subgroups will be identified and their needs will be determined by using assessment tools such as NWEA, SchoolCity Progress Monitoring and Achieve 3000.
- 3: Instructional Coaches and Administration will work in the PLC's to provide support.
- 4: Teachers will receive on-going training relating to engagement, differentiation, scaffolding, WICOR, RWTS, and ELLEVATION
- 5: ELL and ESE supports will develop and implement supports and interventions for students of concern. These supports will occur through collaboration with the RCS, ESOL Compliance Specialist and Assistant Principal to ensure that all courses and students are supported.
- 6: Subgroup students will be provided additional opportunities to receive targeted interventions in Tier 2, Tier 3 and Tier A for MTSS and ELL respectively.

Person Responsible Thomas Dunham (thomas.dunham@osceolaschools.net)

- 7: Support staff will work with students using Language Live along with best practices for working with ELL students.
- 8: Students response to prescribed interventions will be monitored using district formative and NWEA skill monitoring assessments.
- 9: Adjustment of interventions as needed.
- 10: Provide students with test preparation for standardized tests leading up to actual testing date.

Person Responsible Thomas Dunham (thomas.dunham@osceolaschools.net)

#6. Other specifically relating to Schoolwide Post Secondary Culture

Area of Focus Description and Rationale:	A Post Secondary Culture builds the expectation for all students to continue their education beyond high school. It inspires student to set goals and pursue them through obtaining skills and education. We feel that instilling the desire to continue education benefits not only the individual student but the community as a whole.
Measurable Outcome:	In the 2019-2020 school year graduating seniors had an average GPA of 2.3 and the last reported acceleration data shows that 10% of students successfully earned at least one point. Our goal for the 20-21 school year is to raise the graduating GPA to 2.5 and the acceleration points to 20.
Person responsible for monitoring outcome:	Thomas Dunham (thomas.dunham@osceolaschools.net)
Evidence-based Strategy:	The effectiveness of a school is often determined by a complex array of contributing factors and influences, but research has shown that one of the greatest and most consistent predictors for a student's post-secondary success is whether or not he/she has attended a school with a strong college-going culture. These schools successfully create learning environments where students understand the value of higher education, connect present performance to future goals, believe a post-secondary education is a tangible reality, and receive consistent individualized support. (Raymond John, 2016)
Rationale for Evidence-based Strategy:	Studies have found that students who are from the certain groups such as; low-achiever, low socio-econominc class, underrepresented minority, disabled youth or families where no one has attended college before are more likely to face college planning obstacles because of social and language barriers, less access to information and guidance, less exploration because of low expectations, decreased access to the Internet, and underestimation of the amount of financial help available. The result is that the education gap in our country increases. (College Board, 2006)

Action Steps to Implement

- 1: Students will engage in monthly mentoring meetings with Guidance Counselors, Mentors or members of the Leadership Team. These meetings will support and advise students as well as encourage an environment that fosters success and college and career readiness
- 2: The school will participate in activities throughout the school year that allow students to learn about educational and career opportunities through career exploration, college preparation and completion of a post-secondary plan.
- 3: Teachers and Para-Professionals will enhance the development of study skills as well as promote goal setting, self assessment, time management and planning skills.
- 4: The school will assist and encourage students and families in enrolling in dual-enrollment opportunities.
- 5: CTE teachers will create engaging lessons that incorporate 21st century life skills and provide pathways to certificates.

Person Responsible Thomas Dunham (thomas.dunham@osceolaschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Each area of need was addressed in an area of focus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The administration at Zenith believe the best way to build a positive school culture is through open communication with all stakeholders and a cooperative relationship between staff, students and families. In an effort to communicate readily, Zenith will use multiple means such as social media, emergency call outs and school wide Remind notifications to communicate information to families. It is Zenith's intent to build a positive school culture by renewing it's Positive Behavioral Support system as well as requiring faculty members to contact a minimum number of families each week with positive news of their student(s). Zenith's PBIS team led by teacher leaders provided professional development to faculty on our revamped school-wide expectations, the benefits of PBIS, and our plan for implementation. Teachers will be creating classroom rules and procedures that align to school expectations and will prioritize building relationship with students and use preventive strategies to deescalate undesired behaviors. A system of rewards will be put in place to recognize positive student behaviors, students will be able to participate in school wide events, and engage in friendly grade level competitions on attendance, behaviors, or referrals. The PBIS team will meet monthly to discuss discipline data and Tier 2 and Tier 3 behavior students and develop appropriate interventions and supports for specific students. The team will frequently solicit feedback from all stakeholders (students/parents/teachers) and use the data to guide the decision making process and change or adapt processes. Zenith staff will work to involve local businesses, post-secondary training facilities and colleges in creating a focus on continuing student education after graduation. The School Advisory Council will work to include parent and student voices in the decision making process and make efforts to increase the numbers of those groups in participation.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Learning Gains and Proficiency in English/Language Arts	\$10,000.00
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	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	790000-GRANTS AND DISTRIBUTIONS-OTHER	9003 - Zenith Accelerated Academy	Title, I Part A		\$10,000.00
			<i>Notes: This will be used for remediation and extended learning opportunities.</i>			
2	III.A.	Areas of Focus: Other: Learning Gaines and Proficiency in Math				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	790000-GRANTS AND DISTRIBUTIONS-OTHER	9003 - Zenith Accelerated Academy	Title, I Part A		\$10,000.00
			<i>Notes: This will be used for remediation and extended learning opportunities</i>			
3	III.A.	Areas of Focus: Other: Proficiency in Science				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	790000-GRANTS AND DISTRIBUTIONS-OTHER	9003 - Zenith Accelerated Academy	Title, I Part A		\$5,000.00
			<i>Notes: This will be used for the purchase of materials to support inquiry and hands on learning.</i>			
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	790000-GRANTS AND DISTRIBUTIONS-OTHER	9003 - Zenith Accelerated Academy	Title, I Part A		\$4,000.00
			<i>Notes: This will be used to support the PBIS initiatives on campus</i>			
5	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	9100	100-Salaries	9003 - Zenith Accelerated Academy	Title, I Part A		\$40,000.00
			<i>Notes: Title funds will be used to supplement instruction and provide extended learning opportunities</i>			
6	III.A.	Areas of Focus: Other: Schoolwide Post Secondary Culture				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	790000-GRANTS AND DISTRIBUTIONS-OTHER	9003 - Zenith Accelerated Academy	Title, I Part A		\$5,000.00
			<i>Notes: This will be used to support post-secondary education events to be held.</i>			
	7300	790000-GRANTS AND DISTRIBUTIONS-OTHER	9003 - Zenith Accelerated Academy	Title, I Part A		\$5,000.00
			<i>Notes: This will be used to support CTE classes in the purchasing of supplies towards assisting students with earning licenses and certificates.</i>			
					Total:	\$79,000.00