Simon Youth Found Acad At Outlet Mktplce

2020-21 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: 8/15/2011

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
2019-20 Title I School	No
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)	Hispanic 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	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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5253 INTERNATIONAL DR STE B4/B5, Orlando, FL 32819

www.ocps.net/lc/district/sae

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 10-12	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

Grade

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
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.

Demographic Information

Principal start date

Monday 8/15/2011, William Tovine

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.*

0

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.*

0

Total number of teacher positions allocated to the school

6

Demographic Data

2020-21 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
2019-20 Title I School	No
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)	Hispanic 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	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.	

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	0	18	18
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	18	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	10	10
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	8	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	3	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	15	15

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	

Date this data was collected or last updated
Wednesday 7/22/2020

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	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	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	0	0	

The number of students identified as retainees:

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

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	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	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	0	0	

The number of students identified as retainees:

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

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	
	(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
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
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%	0
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%	0
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	0

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.

Progress Monitoring Assessment data for the 2019-2020 school year is limited, however, the available data we have indicates the District's average score on the ELA Quarter 2 Retake, the

Districts average score was 48.1% and SYA students scored 50.6% and on Quarter 3's assessment, the District's average score was 54% and SYA students' average score was 52.1%.

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?

Two potential areas of concern reflected on the EWS data are students scoring Level 1 on statewide assessments in Math and English Language Arts.

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

1. Increase student proficiency in ELA and Math
2. Narrowing the achievement gap
3. Increase learning gains

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	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.
Measurable Outcome:	For the 2020-2021 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.

Action Steps to Implement

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. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	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.
Measurable Outcome:	For the 2020-2021 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.Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/ Analysis).

Action Steps to Implement

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)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	According to the 2019-2020 Panorama social emotional learning survey, 78% of the students at Project Compass reported they are able to manage their emotions, thoughts and behaviors in different situations in the competency of Self-Management. As a result students will increase their awareness in social and emotional learning in the competency of Self-Management.
Measurable Outcome:	By the end of 2020-2021, Project Compass students will reflect a 3% increase from 78% to 81% in the competency of Self-Management.
Person responsible for monitoring outcome:	William Tovine (william.tovine@ocps.net)
Evidence-based Strategy:	We will use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.
Rationale for Evidence-based Strategy:	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational.

Action Steps to Implement

Schools may consider using the topics below to craft Action Steps that connect their SIP to district-wide Social and Emotional Learning & Leadership professional learning.
* Understand how social and emotional learning is connected to instructional strategies
* Establish a common language to support a culture of social and emotional learning at your school with adults and students
* Use a process to examine the current school climate and culture
* Determine relevant strategies to strengthen team dynamics and collaboration across the school
* Implement strategies for social and emotional learning with adults and students to positively impact school
climate and culture
* Understand the connections between social and emotional learning and instructional strategies
* Use cycles of professional learning that integrate academics and social and emotional learning
* Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions
that enhance school improvement efforts.

Person Responsible	William Tovine (william.tovine@ocps.net)

* Panorama survey data

Person Responsible	William Tovine (william.tovine@ocps.net)

Additional Schoolwide Improvement Priorities

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

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.

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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. Schools utilize staff such as Parent Engagement Liaisons to bridge the community and school culture.

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: Instructional Practice: Math	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	$0.00