

School District of Osceola County, FL

Zenith Accelerated Academy



2021-22 Ungraded 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: 7/1/2016

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Commendable 2016-17: Commendable
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

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."

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Zenith generally serves 8th through 12th grade students who have previously been unsuccessful in their home-zone school. Our 8th grade population is usually considered "over-age" and has 1-2 previously retained grades. High school students generally come to Zenith with a GPA below 2.0, less credits than typical and in need of passing reading and algebra test scores on state assessments.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Studly, Robert	Principal	Mr. Studly is the school's Instructional Leader. As the principal it is his duty to set a vision for our program and guide the instructional and non-instructional staff in making the vision a reality. Main responsibilities include staffing, instructional and non-instructional observations/evaluations, MTSS, ESE, SAC, Edgenuity, guidance/scheduling, budget, threat assessment, district communication, as well as obtaining resources for daily operations and professional development.
Dunham, Thomas	Assistant Principal	As the Assistant Principal Mr. Dunham's general duties are to handle day to day operations of the school and to work to support the Principal's vision for the campus. Responsibilities include stocktake meetings, custodial staff, transportation, overseeing math, science and ELA/R departments, recruiting/enrollment, social media, textbooks, attendance/FTE, roster verifications, publishing of report cards and progress reports, as well as testing and data analysis.
Polanco, Yoldana	Dean	Mrs. Polanco is the dean of Zenith and her primary responsibility is to ensure the safety of our campus. Day to day responsibilities include student discipline, district testing platforms, overseeing the CTE department, chairing the school's PBIS committee, as well as monitoring and assigning duty positions.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Friday 7/1/2016, Robert Studly

Number of teachers with professional teaching certificates?

30

Number of teachers with temporary teaching certificates?

8

Total number of teacher positions allocated to the school.

39

Total number of students enrolled at the school.

486

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	66	45	69	125	170	475	
Attendance below 90 percent	0	0	0	0	0	0	0	0	14	10	9	37	67	137	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	1	0	2	
Course failure in ELA	0	0	0	0	0	0	0	0	1	5	19	59	69	153	
Course failure in Math	0	0	0	0	0	0	0	0	2	3	5	24	26	60	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	26	24	41	50	79	220	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	36	25	35	53	60	209	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	47	35	60	82	115	339	

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	8	7	17	56	71	159

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	30	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	8	12	9	53

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - 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	81	60	84	164	249	638	
Attendance below 90 percent	0	0	0	0	0	0	0	0	52	40	62	99	163	416	
One or more suspensions	0	0	0	0	0	0	0	0	8	4	15	5	4	36	
Course failure in ELA	0	0	0	0	0	0	0	0	1	4	17	50	39	111	
Course failure in Math	0	0	0	0	0	0	0	0	2	1	19	29	37	88	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	1	71	72	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	45	48	94	

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	9	8	37	78	102	234

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	33	33	
Students retained two or more times	0	0	0	0	0	0	0	0	12	11	8	6	20	57	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					57%	56%		56%	56%
ELA Learning Gains					48%	51%		54%	53%
ELA Lowest 25th Percentile					43%	42%		47%	44%
Math Achievement					46%	51%		39%	51%
Math Learning Gains					41%	48%		40%	48%
Math Lowest 25th Percentile					46%	45%		46%	45%
Science Achievement					69%	68%		67%	67%
Social Studies Achievement					70%	73%		70%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	22%	47%	-25%	55%	-33%
Cohort Comparison						
10	2021					
	2019	10%	47%	-37%	53%	-43%
Cohort Comparison		-22%				

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
2021					
2019	22%	62%	-40%	67%	-45%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	27%	73%	-46%	71%	-44%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	26%	62%	-36%	70%	-44%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	35%	49%	-14%	61%	-26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	10%	44%	-34%	57%	-47%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD		20	38	4	20	30		7		57	
ELL		10	17	4	30	58	6	6		73	7
BLK		14		8	19		8			59	
HSP	8	21	27	8	26	52	9	26		61	5
WHT	18	27		7	31					64	6
FRL	8	16	14	7	30	50	8	26		63	2
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	24
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	21
Total Points Earned for the Federal Index	260
Total Components for the Federal Index	11
Percent Tested	90%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	21
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	14
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	24
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	22
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	23
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

During the 20-21 school year Zenith utilized NWEA data to monitor ESSA subgroups. The main hinderance however was that upwards of 50% of students at Zenith were participating in these assessments digitally from home. We believe the data generated during the 21-22 school year will be much more reliable and useful.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Our areas of highest growth were 8th grade Black or African American students. These students showed the most Fall to Spring growth as measure by NWEA in both ELA and Math.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

The areas of least growth as measure by NWEA assessments were 8th grade Hispanic or Latino students. This is true for both Math and ELA.

What trends emerge across grade levels, subgroups and core content areas?

The idea of our Black or African American students in 8th grade having the highest growth while our Latino or Hispanic 8th grade students showed the lowest is perplexing as both sets of students would have had identical teachers.

What strategies need to be implemented in order to accelerate learning?

One possibility to describe this discrepancy may be the heightened numbers of LY students in the Hispanic or Latino population. If this is true then we need to increase the amount of language supports we are providing.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

In regards to professional development opportunities we will provide KAGAN, AVID and WICOR trainings during multiple times per year. We will also explore offering increased language based trainings with the assistance of our ESOL Resource Specialist. We have also been granted an additional ELL Paraprofessional position to provide in classroom support to English Language Learner students.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Teacher/Staff, Stakeholder and Student surveys provide valuable feedback on the performance and focus of the school leadership team. Our focus will be on improving all positive feedback from Insight and Panorama surveys conducted throughout the year. We will also focus on increasing the number of classroom walkthroughs and instructional feedback.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Insight Survey Data. 20-21 Survey results scored Professional Development as 6.5. We will strive to increase this to 7.0 by the end of the 21-22 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Professional development opportunities will be provided throughout the course of the school year. Teachers will provide feedback on these through the use of the MyPGS system. School administrators will complete regular walkthroughs and observations to monitor the effectiveness of the trainings as well as their implementation.

Person responsible for monitoring outcome:

Robert Studly (robert.studly@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Regular professional development opportunities assists teachers in staying up to date with the latest research on teacher effectiveness as well as exposing them to a plethora of new strategies and techniques. This regular exposure helps staff members experience varying techniques and aids them in finding the best tools for their students and themselves.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to the Learning Policy Institute, Professional Development is an important strategy for ensuring educators are equipped to support student learning in their classrooms. They also note that effective professional development creates a collaborative culture and increases the collective professional capital.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. School Leaders will engage in targeted trainings that relate to instructional initiatives and interventions.
2. In an effort to make data more meaningful and impactful school leaders will create and upkeep a data room that focuses on RIT score data and tracks the growth of students throughout the year. This room and the data held within will be used in trainings and professional learning communities as a means to make the information usable to staff and teachers.
3. School administration will increase the frequency of classroom visits and walkthroughs as well as the feedback on instructional strategies.
4. In an effort to increase a growth mentality in our instructional staff the administration will begin use of a non evaluatory walkthrough and feedback tool. Using this tool to provide true feedback not attached to an evaluation will assist in increasing the openness of staff to improvement.

Person Responsible

Robert Studly (robert.studly@osceolaschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Progress will be monitored in Insight Surveys of staff. Our goal will be for teachers and staff to report a score of 7.0 or higher on the scores for Professional Development.

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 20-21 school data Zenith students for all subgroups scored 26% which is below the Federal Index of 41%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our outcome goal is to reach the 41% Federal Index which would be an increase of 15 percentage points.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student progress toward this goal will be monitored throughout the year using district provided NWEA assessments and tracking of student RIT scores.

Person responsible for monitoring outcome:

Thomas Dunham (thomas.dunham@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Our focus this year will be for Professional Learning Community members to engage in regular review of RIT score data and the use of this data in instructional decision making. Staff will utilize the information provided through NWEA assessments to identify areas in need of intervention and support.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Using RIT scores to track student growth and tailor curriculum to meet the needs of individual students results in a greater opportunity for student success. This approach will allow teachers to better deploy intervention strategies when and where they are needed as well as focus intently on areas where students struggle the most. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces learning gains all students. (Marzano 2003), Reeves (2010), Dufour, et al (2010)

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will work in PLC teams to create common assessments, share data and growth, as well as strategies to reach standards.
2. Teachers will commit to providing differentiated instruction depending on the unique needs of the students by scaffolding and altering their approach based on the data generated.
3. School Administration will provide opportunities and celebrate the success of their teachers growth. Instructional Coaches will assist teachers by providing evidence based strategies to approach standards and growth targets. Coaches will commit to re-evaluating the implementation of initiatives in a timely manner.
4. ELA teachers will commit to attend the Core Connections trainings to obtain the most recent strategies for effective teaching.

Person Responsible

Thomas Dunham (thomas.dunham@osceolaschools.net)

5. Teachers will generate small groups based on the needs identified through RIT scores and teacher observations of student skills and deficiencies.
6. Paraprofessionals will be assigned a schedule which provides regular assistance on a reoccurring basis so that small group and Tier 2 interventions can be planned and carried out effectively.
7. Teachers will create Tier 1 lessons based around the essential standards and WICOR strategies with a

focus on engaging students in regular reading and writing tasks.

8. Tier 3 supports will be provided by highly qualified classroom teachers and will be identified by analyzing NWEA data.

Person Responsible

Thomas Dunham (thomas.dunham@osceolaschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Instructional Practice specifically relating to Math**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

As measured by our 20-21 NWEA progress monitoring tool approx. 11% of all students scored proficient which is well below the district proficiency rating of 40%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal for this school year will be to reach 41% proficiency for all students. This would be an increase of 30%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student progress toward this goal will be monitored throughout the year using district provided NWEA assessments and tracking of student RIT scores.

Person responsible for monitoring outcome:

Thomas Dunham (thomas.dunham@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Our focus this year will be for Professional Learning Community members to engage in regular review of RIT score data and the use of this data in instructional decision making. Staff will utilize the information provided through NWEA assessments to identify areas in need of intervention and support.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Using RIT scores to track student growth and tailor curriculum to meet the needs of individual students results in a greater opportunity for student success. This approach will allow teachers to better deploy intervention strategies when and where they are needed as well as focus intently on areas where students struggle the most. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces learning gains all students. (Marzano 2003), Reeves (2010), Dufour, et al (2010)

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Math PLC teams will focus on problem solving strategies, questions analysis and higher order thinking concepts while designing lessons aimed at scaffolding grade level concepts at the appropriate rigor.
2. Staff will design regular interventions to provide assistance on previously taught skills throughout the year. These interventions will take place regularly during the normal class periods and the areas of focus will be determined using district provided assessments.
3. Staff will receive Instructional Coaching and training pertaining to multiple initiatives including AVID, WICOR and Kagan. These PD opportunities will focus on developing the staff's Tier 1 skills, small group practices, and student engagement techniques.
4. Classrooms will receive targeted Tier 2, ESE and ELL assistance provided by both highly qualified VE teachers as well as para-professionals.
5. Teachers will develop growth goals for individual students based on their RIT scores and track their progress throughout the school year.

Person Responsible

Thomas Dunham (thomas.dunham@osceolaschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups,

please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#4. Instructional Practice specifically relating to Science**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Just over 20% of Zenith students scored Proficient as measured by the NWEA Progress Monitoring Tool compared to above 50% of school district students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal for this year will be for 41% of students to score Proficient as measured by the NWEA Progress Monitoring Tool which would result in approximately a 20 point increase.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers and Administrators will use a combination of NWEA RIT scores and district provided School City assessments to measure the growth and achievement of students.

Person responsible for monitoring outcome:

Thomas Dunham (thomas.dunham@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Our focus this year will be for Professional Learning Community members to engage in regular review of RIT score data and the use of this data in instructional decision making. Staff will utilize the information provided through NWEA assessments to identify areas in need of intervention and support.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Using RIT scores to track student growth and tailor curriculum to meet the needs of individual students results in a greater opportunity for student success. This approach will allow teachers to better deploy intervention strategies when and where they are needed as well as focus intently on areas where students struggle the most. Additionally, collaborative analysis of formative and summative assessments to adjust instruction produces learning gains all students. (Marzano 2003), Reeves (2010), Dufour, et al (2010)

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will meet regularly in their PLC teams to review instructional data and review weekly progress. This will assist in ensuring classrooms are achieving pacing goals and identifying areas in need of re-teaching.
2. Teachers will participate in AVID, WICOR and Kagan Strategy professional development opportunities. These trainings will assist staff in creating cooperative learning opportunities, increasing student engagement and developing students content area reading and writing skills.
3. ELL and ESE supports will be provided on a regular basis by the classroom teacher and a regular schedule of push-in support provided by para-professionals and VE Teachers will be created as needed.
4. Teachers will develop intervention opportunities into their instructional time to address both previously taught and low achieving standards.
5. Teachers will develop learning growth goals and track student progress towards those goals via district provided assessments.

Person Responsible

Thomas Dunham (thomas.dunham@osceolaschools.net)

6. Teachers will provide Tier 2 and Tier 3 supports based on standards, data, PLC planning and student achievement.

7. School administrators will provide additional trainings as requested by teachers or as observations and walkthroughs demonstrate.

Person Responsible

Thomas Dunham (thomas.dunham@osceolaschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ESSA Data shows that in 18-19 school year all subgroups were below the 41% index level with Hispanic being the highest at 29% and Students with Disabilities being the lowest at 11%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal will be for the following sub groups to reach the federal index level of 41%:

Students with Disabilities
Hispanic
White
Black
English Language Learner
Economically Disadvantaged

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers and Administration will both utilize NWEA and School City data to monitor progress for each subgroup. Teachers will utilize data to drive in classroom instruction and administration will use this information to direct resources and interventions where needed.

Person responsible for monitoring outcome:

Robert Studly (robert.studly@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Our staff will use evidenced based strategies that increase student engagement through Kagan structures as well as differentiate instruction to provide appropriate learning experiences for each student. Professional learning communities will be developed into more specific teams. This increased focus will allow PLC's to engage in lesson study's, common formative assessments and progress/growth tracking using RIT scores. School administrators and AVID Instructional leaders will provide reoccurring trainings throughout the year to instructional staff on AVID and WICOR strategies. These topics will be determined by analyzing NEST walkthrough data gathered by administrators.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Cooperative Learning and Kagan Strategies have been studied and shown to produce outstanding results in the area of student achievement. In Robert Marzano's Classroom Instruction that Works, he noted cooperative learning had an effect size of .78 compared to methods in which students worked as individuals.

In a concerted effort to reach all students teachers will plan for differentiated instruction. This will include:

- Designing lessons based on student needs
- Grouping students to encourage cooperative learning
- using formative assessment data to identify strengths and weaknesses
- manage the classroom culture
- continually assess and adjust lesson content to meet students' needs (Weselby, Cathy)

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. All instructional staff will participate in professional learning communities on a weekly basis. These learning communities will support student data reviews, instructional planning and professional

development.

2. In an effort to make data more meaningful and impactful school leaders will create and upkeep a data room that focuses on RIT score data and tracks the growth of students throughout the year. This room and the data held within will be used in trainings and professional learning communities as a means to make the information usable to staff and teachers.
3. When feasible the school administration will create a schedule that provides for common planning periods in an effort to provide instructional staff the opportunity to engage in additional learning community time.
4. All school staff will engage in AVID, WICOR and Kagan professional development opportunities as well as training in Warm Demand and CharacterStrong curriculum.

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

5. ELL, ESE and MTSS support will occur in the classrooms through the collaboration on the ESOL compliance specialist, RCS and MTSS Leader. These team members will ensure that students are provided with supports as well teachers are trained in how to administer these supports.
6. Students indicating a need for Tier 2 and Tier 3 MTSS supports will receive appropriate targeted interventions.
7. In an effort to increase the effectiveness of Tier 1 education Professional Learning Communities will engage in on-going lesson studies. During the lesson studies teams will engage in a plan, observe, debrief cycle and complete non-evaluative observations of lessons being implemented by their team.
8. Tier 2 support in the ELA/R courses will occur through the use of Oral Reading Fluency assessments and resources.
9. Tier 2 support in the Algebra and Geometry courses will involve the use of Algebra Nation resources and on-ramping.

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

10. In an effort to address the needs of our ELL students increased support will be provided to all of our Tier A, B and C students.
 - Tier A- Students will receive focused instruction on English language learning skills provided through the Language Live resources. These students will receive additional instruction during weekly "lunch and learns".
 - Tier B- Students will receive additional support from para-professionals during their ELA/R and Math classes. ELL Para-Professional will work with subject area teachers to support Tier B and A students in the classroom.
 - Tier C- All instructional staff will receive training on the use of ELL Ellevation strategies to be used in the classroom during regular instruction. This will be provided by the school's ESOL Resource Specialist.

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

11. Additional ESE staff have been allocated to the school in an effort to increase support for our Students with Disabilities. Besides providing additional opportunities for support facilitation in the classroom school administration will also provide trainings focused on increasing the effectiveness of this resource. This training will be provided during staff wide PLC time

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

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold

according to the Federal
Index.

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 21-22 school year Zenith will be incorporating the CharacterStrong SEL curriculum into all classes. We believe this infusion of SEL lessons into our core and elective classes will have a positive effect on achievement levels, graduation rate and social behavior skills.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In 20-21 our students responded to the Panorama survey and 39% responded favorably to feeling a sense of belonging in their school. This 39% represents an increase of 6% from the 19-20 school year survey results. Our goal for the 21-22 school year will be to make another 6% increase and reach 45% of students responding favorably.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This will ultimately be monitored using the Panorama Survey tool near the end of the year however, feedback and progress will be available through teacher and student engagement in the CharacterStrong curriculum.

Person responsible for monitoring outcome:

Yoldana Polanco (yoldana.polancomezquita@osceolaschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

CharacterStrong utilizes practices and content infused throughout the curriculum. These practices are carefully selected as common elements of effective practice that research has causally linked to improved social, emotional, and behavioral outcomes at schoolwide and individual student levels. (CharacterStrong)

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The research analysis from many studies conducted from 2000-2015 with a focus on relationship between school or classroom climate, academic achievement and socioeconomic status found that creating a more positive school climate levels the playing field for economically disadvantaged students. We believe when students begin to intentionally think about how they treat others and how their choices impact their own character, that we will see students who are more empathetic and understanding of those around them and in turn see an improvement in the climate of our building as well as an improved sense of belonging within our student population. (CharacterStrong)

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Instructional staff will be trained on the implementation of the CharacterStrong SEL curriculum. Teachers will implement these lessons based on the timeline developed by school district leadership.
2. Guidance counselors will provide access to support programs such as Expect Respect, High School Survivor Series, GSA, and other student/staff lead mentoring groups.
3. Teachers will facilitate collaborative learning through the increased use of Kagan Structures.
4. The school PBIS team will work to provide opportunities to celebrate success and positive recognition.
5. Staff will work to provide students with an environment of belonging.
6. Surveys will be administered 2x during the year and the data will be used to support increasing SEL supports.
7. School leaders will review monthly behavior data for subgroups and develop interventions as required.

Person Responsible

Yoldana Polanco (yoldana.polancomezquita@osceolaschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

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.

Zenith's staff and faculty regularly encourage parents and stakeholders alike to engage with their students and our learners. Our staff has a shared expectation that all students can and will be successful. This is reiterated in the way they teach, work and interact with both students and families. Besides these day to day interactions and commitment to success the Zenith staff has engaged in Positive Behavior Support, Warm Demand CharacterStrong and additional trainings.

Zenith offers quarterly events at the school designed to engage families and celebrate their students. We feel that these events will help to encourage students to strive for success, solidify the bond between the school and family and provide opportunities to lift up our most struggling learners.

On campus the school has a clear code of conduct which is enforced in non confrontational methods and has focused on restorative practices vs. punitive consequences.

In classrooms teachers will engage in regularly scheduled CharacterStrong SEL lessons which are aimed at building social behavioral skills in students as well as providing opportunities for students and teachers alike to build their relationships.

As an additional support for students our teachers, guidance staff and community organizations have created support groups that include GSA, Art, L.O.D., Expect Respect and additional mentoring opportunities to provide services needed.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School stakeholders are many and vary from individuals to the community as a whole. Each of these groups can help in the promoting of a positive culture and environment.

Parents and Guardians: We feel the single biggest outside influence on our school culture is the parents and guardians of our students. The main role our families fill is encouraging our students to stay engaged and to maintaining the importance of education

Students: The main role of our students is to engage in lessons and communicate with staff about their needs.

Teachers, Staff and Administration: We firmly believe that the biggest factor in a students academic success is their teacher. Our teachers and staff commit to providing engaging, high quality lessons that utilize a guaranteed and viable curriculum as well as attending to the social and emotional learning needs of every student.

Community Members: Our community as a whole can assist our students in providing a positive culture that provides opportunity for students and families to meet their basic needs including housing, employment, resources, post-secondary education and belonging.