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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: 8/9/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 10-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
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)	Hispanic Students Economically Disadvantaged Students
School Improvement Rating History	2021-22: Commendable 2020-21: No Rating 2018-19: Commendable 2017-18: Commendable 2016-17: Commendable
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Orange 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.

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.

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

Distinct to the Simon Youth Academy is the cooperative agreement between OCPS and the Simon Youth Foundation (SYF). The SYF mission is to help "at-risk" students earn their high school diploma and to award scholarships to teens in Simon Mall Communities all over the nation. Simon Youth Academy is a School-to-Work initiative located at Outlet Marketplace.

Simon Youth offers the following:

Smaller learning environment with individualized instruction

Daily school schedule divided between academics and work

Workforce readiness skills and practical work experience

Work schedules (minimum 15 hours a week) Monday through Sunday, at work sites throughout Orange County

Summer school with one additional academic credit toward graduation

A school-community-business connection

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
Tovine, William	Principal	<p>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.</p>
McCray, Ima	Assistant Principal	<p>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.</p>
Webster-Gardiner, David	Assistant Principal	<p>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.</p>
Lebron, Maribel	Assistant Principal	<p>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.</p>
Merchant, Daniel	Assistant Principal	<p>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</p>

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

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Orange County Public Schools

Demographic Information

Principal start date

Monday 8/9/2021, William Tovine

Number of teachers with professional teaching certificates?

6

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

6

Total number of students enrolled at the school.

40

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

0

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

0

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	0	0	0	0	0	7	7
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	4	4
One or more suspensions	0	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	0	4	4
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	4	4

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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/9/2021

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	0	0	0	0	0	18	18
Attendance below 90 percent	0	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	0	1	1
Course failure in ELA	0	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	0	8	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
Level 1 on 2019 statewide FSA Math assessment	0	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	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	15	15

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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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					55%	56%		54%	56%
ELA Learning Gains					53%	51%		51%	53%
ELA Lowest 25th Percentile					40%	42%		40%	44%
Math Achievement					43%	51%		49%	51%
Math Learning Gains					49%	48%		44%	48%
Math Lowest 25th Percentile					46%	45%		39%	45%
Science Achievement					70%	68%		66%	67%
Social Studies Achievement					73%	73%		69%	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
10	2021					
	2019					
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
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	69%	-2%	70%	-3%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	53%	-53%	57%	-57%

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
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

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	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 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 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?

To increase learning gains and narrow the achievement gap with our ESE and ELL subgroups, we utilized the following high yield strategies:

ESE

- Built a culture of collaboration between professionals (ESE and non-ESE) that increased student success
- Explicitly taught students to maintain and generalize new learning across time and settings
- Built up our system of how we analyzed data, analyzed instructional practices, and made necessary adjustments that improved student outcomes

- Developed and implemented a system of teaching social behaviors ELL
- Frontloaded academic vocabulary by utilizing the 7- step approach adapted from Dr. Calderon's ExCELL (Expediting Comprehension for English Language Learners).
- Activated or built background knowledge.
- Used sentence frames to give students practice with academic language.
- Used as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.
- Used Pictures and Realia Manipulatives.
- Used Concept Maps and Graphic Organizers such as: Thinking Maps, Venn diagrams, T-Charts, Compare and Contrast Organizers, Cause and Effect Organizers, Word Sorts.
- Used short simple sentences with clear articulation.
- Used gestures and facial expression.
- Used Cooperative Learning and Collaborative Group Projects.

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

Based on the following 2020-2021 PMA data, ELA showed the most improvement. By the end of the school 2020-2021 school year, 8/8 or 100%, of the students met the ELA concordant score. Indicating ELA had the most improvement with 100% of the ESSA students meeting the required ELA scores. As a result of our assessment data, the teachers and coaches will continue to work with students on low performing standards in small groups using high-yield instructional strategies and through virtual tutoring sessions to assist students in strengthening their reading comprehension skills.

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?

Based on the following 2020-2021 PMA data, Geometry showed the greatest need of improvement. On the Geometry, retake PMA for Quarter 1, SYA students scored 32% and the district's overall score was 36%. On the Quarter 2 assessment, SYA students scored 24% and the district's overall school was 37%, and on the Quarter 3 assessment, Simon Youth Foundation students scored 24% and the district's overall score was 37.2%.

Assessment data indicate geometry is the area of greatest need. As a result of our assessment data, the teachers and coaches will continue to work with students on low performing standards with an area of focus on geometric transformations, geometric proofs, and three-dimensional geometry. In addition, coaches will utilize the Geometry FSA/EOC review materials from the district office and other supplementary resources to help students prepare for the Geometry FSA/EOC.

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

According to our 2020-2021 Progress Monitoring Activity (PMA) data, the trends that emerge across grade levels, subgroups and core content area is over seventy percent (70%) of students in grades nine through twelve did not perform at proficiency level of 3 or higher in core content subject areas.

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

We will use the following strategies to assist with accelerating learning:

- Helping Students Interact with New Knowledge- Teachers will group students to process new information and establish group norms.
- Help Students Practice and Deepen Knowledge- - Teachers will incorporate cooperative learning into their lessons, use think-pair-share, and error analysis, and peer feedback.
- Helping Students Review Content- Teachers will present previously learned information to students; students will write summaries, and the teachers ask students to remember and apply previously learned information.

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.

We will provide the following professional development opportunities to support teachers and leaders:

- Coaches will provide content area professional development trainings through our Professional Learning Communities with a focus on effective High Yield strategies.
- Professional development trainings assisting teachers with how to align student tasks to Standards-Based Instruction.
- How to use Common Assessment and Progress Monitoring data to drive instruction.
- Coaches will provide MTSS Professional Development trainings with a focus on Tiered Interventions for our bottom 25% students.
- Targeted progress-monitoring teacher trainings to assist teachers in working with ESE and ELL students.

Part III: Planning for Improvement

Areas of Focus:

#1. 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.

The percentage of students in 2020-2021 making learning gains in math was 25%. Based on the 2020-2021 school data, on the Algebra I Fall Retake assessment, 50% (2/4), of our students scored a level 2, and 50% (2/4), of our students scored a level 1 and on the Winter Algebra I Retake assessment, 50% (1/2), of our students scored a level 3, and 50% (1/2), scored a level 1. On the Algebra I Spring Retake assessment, 100% (1/1), of our students scored a level 1. As a result of our assessment data, the teachers and coaches will continue to work with students on low performing standards with an area of focus on solving equations, linear, quadratic, and exponential functions. In addition, coaches will utilize the Algebra 1 FSA/EOC review materials from the district office that contains an extensive test bank of questions is available to help students prepare for the Algebra 1 FSA/EOC.

**Measurable
Outcome:**

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

For the 2021-2022 school year, the percent of students making learning gains in Math will increase 3% from 25% to 28%.

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

This area of focus will be monitored through classroom walk-throughs and observations, coaching logs, data discussions with students, professional development trainings through professional learning communities, progress monitoring of assessment data with action steps for Tiered intervention groups.

**Person responsible
for monitoring
outcome:**

William Tovine (william.tovine@ocps.net)

**Evidence-based
Strategy:**

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

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:**

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

To increase learning gains in math, we will use a variety of high yield evidence-based and supplemental resources. These may include but are not limited to:

- KHAN Academy
- Math Nation
- Close reading activities to assist with word problems
- Interactive notebooks to facilitate teacher-student communication
- Graphic organizers and concept maps
- Frayer Models
- Activating or building on background knowledge
- I do-you do- we do gradual release model of instruction
- Use of manipulatives to facilitate understanding of mathematical concepts
- Cooperative learning activities
- Strategic use of technology and online platforms

Marzano high yield strategies such as: revising knowledge, examining reasoning, and examining similarities and differences.

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. Monitor quarterly progress monitoring assessments and common assessments.
2. Academic data will be collected and reviewed during weekly site meetings.
3. Collaboration with guidance counselors to monitor the course failure rate.
4. Intervention groups will provide remediation and push in services with math coaches.
5. Khan Academy SAT diagnostic results will be monitored and reviewed to differentiate instruction.

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

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. Address the students lack of progress and administer additional resources such as tutoring, or paraprofessional support.
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.

#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.

The percentage of students for 2020-2021 making learning gains in ELA was 33%. During the 2020-2021 school year, 33% (3/9) students scored a level 4 on the FSA ELA Fall retake assessment, 11% (1/9), students scored a level 3, 44% (4/9), students scored a level 2 and 11% (1/9) students scored a level 1. We do not have data for the FSA/ELA Winter retake assessment, however, on the FSA ELA Spring retake assessment, 33% (1/3), students scored a level 1. We will use evidence-based strategies to increase student learning gains in English Language Arts standards. In addition, we will use progress monitoring assessment and common assessment data to create intervention groups that will assist with closing achievement gaps in English Language Arts. We will also create a strategic plan for best instructional practices to support increasing learning gains in English Language Arts.

Measurable Outcome:

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

For the 2021-2022 school year, the percent of students making learning gains scoring on the FSA ELA will increase 3% from 33% to 36%.

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

This area of focus will be monitored through classroom walk-throughs and observations, coaching logs, data discussions with students, professional development trainings through professional learning communities, progress monitoring of assessment data with action steps for Tiered intervention groups.

Person responsible for monitoring outcome:

William Tovine (william.tovine@ocps.net)

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

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 walkthroughs. Below are the high yields strategies will use to increase learning gains with ESE and ELL subgroups:

- ESE
- Build a culture of collaboration between professionals to increase student success
 - Explicitly teach students to maintain and generalize new learning across

time and settings

- Develop and implement a system of teaching social behaviors

ELL

- Activate or build background knowledge.
- Use sentence frames to give students practice with academic language.
- Use Concept Maps and Graphic Organizers

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. 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 math coaches.
9. Khan Academy SAT diagnostic results will be monitored and reviewed to differentiate instruction.

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

1. Increase proficiency in reading and responding to complex text-based writing through evidence-based writing across curricula to improve writing skills.
2. Students will participate in weekly writing assignments related to current events real world experiences utilizing self to world experience.
3. Students will cite evidence and analyze themes and author's choices from various texts and project based learning.
4. Monitor quarterly progress monitoring assessments and common assessments to track students progress.
5. Academic data will be collected and reviewed during weekly site meetings and a strategic plan will be created to improve targeted outcomes.
6. Reading Plus will be utilized with level one students.
7. Collaboration with guidance counselors to monitor the course failure rate. Address the students lack of progress and administer additional resources such as tutoring, or paraprofessional support.
8. Intervention groups will provide remediation and push in services with Reading coaches and teachers.
9. Khan Academy SAT diagnostic results will be monitored and reviewed to differentiate instruction.

#3. 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.

The school's focus was culture and environment. We integrated and monitored resources and strategies that strengthened a culture for social and emotional learning to grow every student academically, socially, and emotionally.

The rationale is that academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject materials. By strengthening our school's culture for social and emotional learning, we will address the following school needs:
 - Self-management
 -Family engagement.

According to the 2019-2020 Panorama social-emotional learning survey, 78% of the students at SYA reported they are able to manage their emotions, thoughts, and behaviors in different situations in the competency of Self-Management. During the 2020-2021 school year, 73% of the students at SYA reported awareness in social and emotional learning in the competency of Self-Management, which is a decrease of 5%. As a result, we will continue to work with students to ensure they increase their awareness in social and emotional learning in the competency of Self-Management.

Measurable Outcome:

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

During the 2020-2021 school year, 73% of the students at SYA reported awareness in social and emotional learning in the competency of Self-Management. SYA students will reflect a 3% increase from 73% to 76% in the competency of Self-Management.

Monitoring:

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

This area of focus will be monitored through classroom walk-throughs and observations, coaching logs, data discussions with students, professional development trainings with our Social and Emotional Leadership (SEL) team with a focus on Social and Emotional Learning Strategies, professional development trainings and support from Guidance Counselors and ESE team leads with an intense focus on students in need of SEL support.

Person responsible for monitoring outcome:

William Tovine (william.tovine@ocps.net)

Evidence-based Strategy:

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

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:

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

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.

No action steps were entered for this area of focus

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.

- * 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.

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.

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.

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

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.