Zenith Accelerated Academy

2022-23 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: 8/19/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 primarily serves 8th-12th grade students who are not academically successful at their home zone school. The majority of our 8th grade students are either over-age or have been previously retained. Our 9th-12th grade students are typically behind in credits and have struggled academically. Our students come from around the county for an opportunity to accelerate their learning and graduate on time.

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 oversees all aspects of the school ranging from grounds to student achievement. Mr. Studly oversees the human capital of Zenith and preforms the majority of staff evaluations, hiring and stay interviews. All members of the leadership team report progress in their respective areas to the school principal. Mr. Studly also oversees the school budget, title 1, and the school advisory council.
Dunham, Thomas	Assistant Principal	Area of Focus: Math Mr. Dunham works with the math professional learning community, oversees textbooks resources, manages enrollment, counselors, custodians, testing, social media, graduation and senior mentoring.
Jabiel, Blacina	Reading Coach	Area of Focus: ELA/R Mrs. Jabiel is Zenith's literacy coach. Besides her work with teachers she provides support and intervention to struggling students, assists with the MTSS process and manages our ELL Para-Professionals and their support of LY and LF students through HD Word and Language Live.
Reyes, Georgette	Other	Area of Focus: Professional Learning Communities Mrs. Reyes heads up our schools MTSS process. Mrs. Reyes assigns and monitors daily student intervention attendance, para-professional schedules and MTSS referrals. Mrs. Reyes will also regularly participate in the Science professional learning community.
Odell, Brian	Dean	Area of Focus: Science Mr. O'Dell is responsible for school safety procedures, the Edgenuity professional learning community, after-school initiatives and student achievement via Edgenuity. Mr. O'Dell works with the IMPACT lab teacher to ensure students are making appropriate progress in their Edgenuity courses and ensuring they are utilizing opportunities to catch up.
Polanco, Yoldana	Dean	Area of Focus: Positive Culture and Environment Mrs. Polanco oversees school wide PBIS initiatives, school district NWEA/ School City testing, transportation and student discipline. Mrs. Polanco will participate in the CTE professional learning community and work with the CTE staff to ensure students have the opportunity to complete industry certifications.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Friday 8/19/2022, Robert Studly

Total number of students enrolled at the school.
504

Total number of teacher positions allocated to the school.
32

Number of teachers with professional teaching certificates?
23

Number of teachers with temporary teaching certificates?
9

Number of teachers with ESE certification?
10

Identify the number of instructional staff who left the school during the 2021-22 school year.
4

Identify the number of instructional staff who joined the school during the 2022-23 school year.
7

Demographic Data

Early Warning Systems

2022-23

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	67	74	66	116	181	504
Attendance below 90 percent	0	0	0	0	0	0	0	0	13	14	15	26	65	133
One or more suspensions	0	0	0	0	0	0	0	0	15	13	22	31	41	122
Course failure in ELA	0	0	0	0	0	0	0	0	3	5	29	58	80	175
Course failure in Math	0	0	0	0	0	0	0	0	5	5	21	26	57	114
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	24	43	32	65	88	252
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	29	5	35	61	89	219
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	48	54	45	85	114	346

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	43	19	34	59	88	243

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	2	0	0	0	17	19
Students retained two or more times	0	0	0	0	0	0	0	0	5	9	6	10	12	42

Date this data was collected or last updated

Tuesday 8/16/2022

2021-22 - 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	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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	26	24	41	50	79	220
Level 1 on 2019 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	7	8	12	9	17	53

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		45%	51%					57%	56%
ELA Learning Gains								48%	51%
ELA Lowest 25th Percentile								43%	42%
Math Achievement		37%	38%					46%	51%
Math Learning Gains								41%	48%
Math Lowest 25th Percentile								46%	45%
Science Achievement		32%	40%					69%	68%
Social Studies Achievement		39%	48%					70%	73%

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

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
2022					
2019	22%	62%	-40%	67%	-45%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	73%	-46%	71%	-44%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	26%	62%	-36%	70%	-44%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	35%	49%	-14%	61%	-26%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	10%	44%	-34%	57%	-47%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	7	35	62		35	67	3	26		48	
ELL	8	32	47	11	38		2	36		63	8
BLK	15	32			40		12	38		53	
HSP	9	26	53	11	35	71	6	37		54	9
WHT	14	43		5	43		22	50		34	8
FRL	9	27	53	7	33	71	10	41		41	10
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

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	30
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	19
Total Points Earned for the Federal Index	331
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	26
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	30

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	27
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Part III: Planning for Improvement

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 related to the Areas of Focus?

School staff utilized NWEA and School City at the beginning of the school year however fidelity waned as the year progressed.

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

Our Civics and Algebra 1 proficiency levels improved. Algebra 1 scores were effected by a change in instructional staff however, Civics instruction has remained consistent. Improvements for this past year may be due in part to the implementation of AVID and KAGAN strategies as these two items were a source of staff development throughout the school year.

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?

At this time we believe our 8th grade math is in the greatest need for improvement. 8th grade Pre-Algebra has shown the lowest achievement percentage for a number of years. Part of this may be due to scheduling as students who have historically done better on standardized assessments are scheduled into Algebra and do not take the Pre-Algebra assessment.

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

ELL and SWD students tend to struggle across the subject areas. Civics is consistently one of our highest proficiency assessments.

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

VE teachers have been rescheduled to give more time to provide support facilitation. We are also offering HD language learning curriculum to our Tier A ELL students as well as using Language Live resources with our Tier B students. Schoolwide training in KAGAN and AVID strategies will continue as positive progress was made last year. We believe staff would benefit from additional targeted training opportunities. We aim to identify which areas would benefit each staff member and then work with our on-site teacher mentors and district resource staff to provide those learning opportunities.

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

Providing on going support to increase student engagement will be our primary focus however, introducing new strategies for scaffolding complex tasks will be a point that is stressed often. Mr. Studly will identify a schoolwide focus for each month and stress that point during staff communication, observation feedback and staff development opportunities.

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

When teachers participate in authentic PLCs, student achievement will increase. A PLC is authentic when teachers are able to effectively collaborate to create engaging lesson plans that contain high yield strategies, proper T2 interventions, and common formative assessments.

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

All PLC groups will increase their PLC stage level by one point by the end of the school year.

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

1. Administration and leadership team will be assigned to a specific PLC to monitor time is being used effectively and support as needed.
2. PLC groups will be provided with the PLC Seven Stages rubric (3 times a year) and analyzed by both the administration team and PLC facilitator.
3. PLC facilitator will report progress to the administration team during the monthly School Stocktake meetings.

Person responsible for monitoring outcome:

Georgette Reyes (georgette.reyesleon@osceolaschools.net)

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

PLC is a never-ending process in which educators collaborate to achieve better results for the students that they serve (DuFour, 2006). PLC is a schoolwide focus that prioritizes the following: an emphasis on learning, collaborating responsibly, and progress monitoring/ results.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By focusing on executing effective PLCs, teachers will have the knowledge and competency to collaborate to improve students academic, behavioral, and social outcomes. PLCs is an ongoing learning process for teachers; the assumption being that if teachers continue to learn, students will learn.

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.

PLC facilitator and administration team will create a professional development focused on effectively executing the PLC process.

Person Responsible

Georgette Reyes (georgette.reyesleon@osceolaschools.net)

PLC groups will develop collective commitments and establish desired outcomes. PLCs will be given the Seven Stages rubric as guidance.

Person Responsible

Georgette Reyes (georgette.reyesleon@osceolaschools.net)

PLC groups will commit to gather and analyze ongoing data, plan for T2 and T3 interventions, and create common formative assessments.

Person Responsible
Georgette Reyes
(georgette.reyesleon@osceolaschools.net)

Each subject area will have an assigned member of the leadership team to monitor and assist with the PLC process.

Person Responsible
Georgette Reyes
(georgette.reyesleon@osceolaschools.net)

As PLC teams continue to meet thoughout the school year they will receive a progress monitoring data assessment form. This form will lead PLC teams through a process in identifying where their students struggled and where they succeeded on assessments such as PM1, PM2 and SchoolCity. Special attention will be paid to not only helping teachers breakdown data by standard but by subgroup as well. We want our staff to be able to see first hand who needs support and then to work with teacher mentors and resource teachers to design both in class support and intervention period support the like.

Person Responsible
Georgette Reyes
(georgette.reyesleon@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.

#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.	Less than 40% of the students at Zenith Accelerated Academy are proficient. in reading and writing.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	41% of all first time ELA test takers will achieve at proficiency level.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration and Reading Coach will conduct routine classroom walkthroughs. The reading coach will ensure B.E.S.T. standards are being implemented in all classrooms. The administration team and instructional coaches will also help facilitate PLCs. Progress will be monitored on common assessments and compared with previous data using F.A.S.T. PLC's will monitor student progress and discuss effective strategies and plan for remediation of standards not yet mastered. Literacy coach will monitor pacing and remediation of standards not mastered using formative assessments.
Person responsible for monitoring outcome:	Blacina Jabiel (blacina.jabiel@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will be focusing on strengthen our PLCs, where teachers will analyze and discuss data to make instructional decisions. Planning appropriate scaffolding for students learning through the inclusion of WICOR strategies and differentiated instruction in lesson planning. Provide evidence of student mastery as related to the learning objective and maximize student engagement and retention of content.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We will use F.A.S.T scores to track student growth and tailor curriculum to meet the needs of each individual student. Monitoring student data though PLCs allows teachers to discuss and plan appropriate intervention strategies that focus intently on areas where students struggle the most. Effective differentiated instruction, appropriate scaffolding, and necessary accommodations, as needed, provide a greater opportunity for student success. Additionally, collaborative data analysis of formative and summative assessments to adjust instruction produces learning gains all students

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. Administration regular classroom Walkthroughs.
2. Implement after school tutoring for intervention or acceleration that is data driven
3. Academic Coach to ensure that B.E.S.T standards and CUPS are implemented with fidelity in all classrooms.
4. Implement WICOR as an instructional strategy
5. Professional development for ELA teachers implementing StudySync, Achieve3000, CUPS differentiation, optimal Learning environment, and intervention programs.
6. Ensure common formative assessments and interventions are analyzed and monitored by subgroup.
7. Teachers will use standardized lesson plans to instruct students on expected, desirable outcomes and

become more confident in self-regulating in hard situations.
8. Teachers will work in PLC teams to create common assessments, share data and growth, as well as strategies to reach standards.
9. 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.

Person Responsible	Blacina Jabiel (blacina.jabiel@osceolaschools.net)

10. Instructional Coaches will assist teachers by providing evidence-based strategies as well as re-evaluating the implementation of initiatives in a timely manner.
11. ELA-English I and English II teachers will attend Core Connections trainings to obtain the most recent strategies for effective writing instruction.
12. Create fluid intervention based on assessment data and generate small groups based on the needs of the students.
13. SWD students will receive appropriate support as determined by their respective IEP. VE teachers are currently scheduled to be in ELA/R courses for 40 minutes per day 5 days a week providing small group support to SWD students.
14. ELL Para-Professionals are scheduled to be in ELA/R courses to support ELL students as well as provide HD Word and Language Live intervention support for Tier A and Tier B students.
15. An Intervention will be utilized to provide additional support to struggling sub-groups and students.

Person Responsible	Blacina Jabiel (blacina.jabiel@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 Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If students are provided with opportunities to actively participate in academic discussion through collaborative groups, experience an active learning setting, and engage in remediation activities, student achievement will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	41% of all students will achieve proficiency levels regardless of their subgroup.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Teachers, Coaches, and administration will collaborate to monitor student progress and proficiency in the classroom as well as work in PLCs to plan for instruction. 2. District assessments will be used (NWEA) to measure progress through out the year (pre-mid-end) to determine student learning. This data will then be used to determine remediation practices on and individual basis and small groups. 3. School Stocktake meetings will take place once a month to report progress to the Principal.
Person responsible for monitoring outcome:	Brian Odell (brian.odell@osceolaschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Students will participate in collaborative groups and academic discussions. 2. Remediation practices will be used to engage students in small groups or individually. 3. Data will be taken from classroom and district assessments.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. When students work collaboratively together, they are sharing ideas, answering questions, and processing new information all while engaging in the topic and expressing their own thoughts. This augments their understanding of the material for a greater achievement.

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.

Identify and understand essential standards during PLCs and implementing those standards during class time.

Person Responsible	Brian Odell (brian.odell@osceolaschools.net)

Participating in ongoing remediation during intervention periods. Students who are underachieving will be given the necessary opportunities to attend remediation during school, after school and virtually. Remediation will be done by coaches, teachers, VE teachers, para professionals. Students will also be given supplemental programs to help augment instruction (HD Word, Rise Up, Language Live) for SWD, ELL, and ED.

Person Responsible	Brian Odell (brian.odell@osceolaschools.net)

PLCs with fidelity/data analysis ensures that we are targeting students who need assistance. These score reports will indicate not just the low students, but where they are low, so we can support the individual student appropriately.

Person Responsible   Brian Odell (brian.odell@osceolaschools.net)

Students will be given supplemental programs to help augment instruction (HD Word, Rise Up, Language Live) for SWD, ELL, and ED. These programs with help with understanding of academic vocabulary and reinforce subject area content.

Person Responsible   Brian Odell (brian.odell@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 Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Zenith did not reach national ESSA guidelines for any of our identified subgroups. As measured by FSA testing our students had the following achievement levels respectively; Algebra-13%, Geometry-7% and 8th Grade Math-2%. For all first time test-takers Zenith had an 8% proficiency rating.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to reach the minimum ESSA guidelines of 41% proficiency for all subgroups including; Black, White, Hispanic, ELL, SWD and Economically Disadvantaged.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	8th grade Math will be monitored by the FAST Progress Monitoring assessments given 3 times throughout the year. Algebra and Geometry students will take part in the FSA EOC assessments as well as ongoing formatives and progress monitoring assessments to check progress.
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.	Teachers will scaffold and differentiate instruction in diverse classrooms, creating challenging learning experiences for all students. Teachers will plan engaging and rigorous standards-based activities that allows all students to learn. Teachers will use the appropriate accommodations for SWD as well glossary and cognates for ELL students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teachers will scaffold and differentiate instruction in diverse classrooms, creating challenging learning experiences for all students. Teachers will plan engaging and rigorous standards-based activities that allows all students to learn. Teachers will use the appropriate accommodations for SWD as well glossary and cognates for ELL students.

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.

Obtain support for classroom teachers in identifying essential content standards and planning WICOR based lessons.

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

Regularly monitor student progress and learning through the use of NWEA, FAST and classroom based assessments focusing on the essential content and standards.

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

Modify instruction based on results of on-going assessments. Para-Professionals will engage in targeted small-group instruction support in the classrooms. These small groups will address areas of weakness identified during formative assessments and will serve multiple subgroups included ELL and ESE

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

Math team members will engage in regular Professional Learning Communities with a focus on analyzing student growth and identifying areas in need of support.

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

Math teachers will engage in targeted support during school wide intervention periods. Targeted students will be determined with assistance from the MTSS Team, Learning Resource Specialist and formative assessment results as well as teacher input.

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

Each SWD has requiring support facilitation has been provided a minimum of 40 minutes per day and 3 days a week of VE support in the regular education classroom. VE teachers are scheduled to support these students on a regular basis and will also have intervention time scheduled with their students via a school-wide intervention period.

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

ELL students will receive differing support based on their needs as identified by WIDA results. Tier C students may receive as little support as Academic Glossaries while Tier A students will receive in class para-professional support as well as targeted English language instruction via the HD and Language Live programs.

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

Instructional math staff will receive ongoing training and development pertaining to AVID and KAGAN strategies with the focus being on student engagement.

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.

This area of focus is related to our ESSA subgroups and is monitored as such

#5. Other specifically relating to Positive culture and environment

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Well-implemented programs designed to foster a positive school climate (PBIS) have been found to improve attendance, academic achievement, graduation rates, and improved social behavior. It creates a positive, predictable, equitable and a safe learning environment that fosters strong teacher-student relationships and supports for learning. Paired with Character Strong SEL curriculum and College and Career Readiness/CTE courses, students will have the foundation they need to develop a positive culture and the skills that enable his/her success in life.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In the 2021-2022 school year, Panorama Survey data showed 37% of students responded favorably to feeling a sense of belonginess to school. In the Spring of the 2022-2023 school year, students' sense of belonginess will increase to 45%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Panorama Survey data will be analyzed after each survey window to identify school interventions that will help support a positive culture. The leadership team will review attendance data, behavior and discipline data, PBIS supports, and subgroup data during monthly Stocktake meeting and develop interventions as needed.
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.	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. Character Strong infuses researched based practices and content throughout the curriculum to improve social emotional and behavioral outcomes at school wide and individual student levels. (PBIS/ 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.

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.

Instructional staff and faculty will be trained on the implementation of Tier 1 PBIS and Character Strong SEL curriculum. Teachers will implement theses lessons throughout the school year.

Person Responsible	Yoldana Polanco (yoldana.polancomezquita@osceolaschools.net)

Teachers will plan to build an environment of belonging and foster positive student-teacher relationships that support a positive culture for students and staff.

Person Responsible	Yoldana Polanco (yoldana.polancomezquita@osceolaschools.net)

The PBIS team will provide opportunities to celebrate success and positive recognition through the wildcat stamp token economy and student store, On A Roll awards for attendance, academics, and behavior, school wide events, and engaging lessons. PBIS team will hold monthly attendance challenges to motivate students to be in school and on time.

Person Responsible   Yoldana Polanco (yoldana.polancomezquita@osceolaschools.net)

Teachers will develop engaging lessons that promote collaborative structures and integrate behavior strategies and interventions to help build students' self management, self-confidence, self-efficacy, and social awareness to support all students especially ELLs and SWD.

Person Responsible   Yoldana Polanco (yoldana.polancomezquita@osceolaschools.net)

Guidance counselors will provide access to support programs such as Expect Respect, High School Survivor Series, GSA, Art club, student/staff lead mentoring groups, and access to college and career/DE/CTE resources/accreditation.

Person Responsible   Josephine Rosado (josephine.rosado@osceolaschools.net)

Students will earn acceleration and/or industry certifications and secure post secondary plans.

Person Responsible   Josephine Rosado (josephine.rosado@osceolaschools.net)

School leadership team review Panorama survey data as it becomes available and behavior, discipline, attendance, PBIS, CTE, and subgroup data monthly during Stocktake meetings.

Person Responsible   Yoldana Polanco (yoldana.polancomezquita@osceolaschools.net)

PBIS will be implemented with fidelity throughout all aspects of the school and monitored monthly through PBIS and Stocktake meetings. Ongoing professional development will be provided throughout the school year. Tier 2 and Tier 3 students will be identified and behavioral supports and interventions will be given and monitored through MTSS.

Person Responsible   Yoldana Polanco (yoldana.polancomezquita@osceolaschools.net)

Attendance in PBIS activities will be broken down int o demographic and subgroup data once per nine weeks to ensure both representation and participation of each subgroup. Methods to address groups showing under representation will be created by the PBIS committee and reviewed regularly during monthly stocktake meetings.

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.	We believe that Zenith's final graduation rate will land near 70% for the previous school year and that our graduation rate can increase to 85% by addressing student needs on several fronts. Attendance: We plan on focusing on increasing student belonging through character strong lessons and student/teacher relationships through PBIS. Post-Secondary: Our new College and Career position will be focusing on assisting students with creating plans for life after high school. ELL: HD-Word and Language-Live will be used to address language needs for Tier A LY students. ESE & MTSS: A new schedule for providing in-classroom supports for ESE and MTSS students has been put into place. Instructional Practices: Instructional mentors, coaches and resource teachers will be working with staff to increase their classroom effectiveness. School administration will work to bring in professional development opportunities throughout the year that can benefit teachers and students.

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Other

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Zenith students will complete the Panorama survey three times this year. The administrative team will analyze survey data specifically the topics involving sense of belonginess, school climate, and teacher-student relationships and track, modify, update our plan of supports. Acceleration points and industry certifications will be evaluated yearly to determine goals and areas of growth.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Survey data, discipline data, and action steps will be shared during monthly faculty and SAC meetings along with new initiatives, behavior strategies, and professional development opportunities. Teachers, counselors, and administrators will hold data chats with students, and parents will be informed of their progress.

Describe how implementation will be progress monitored.

Progress data will be monitored during Stocktake meetings, PBIS meetings, and during PLCs.

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.

Action Step	Person Responsible for Monitoring
PBIS will be implemented with fidelity throughout all aspects of the school and monitored monthly through PBIS and Stocktake meetings. Ongoing professional development will be provided throughout the school year. Tier 2 and Tier 3 students will be identified and behavioral supports and interventions will be given and monitored through MTSS.	Polanco, Yoldana, yoldana.polancomezquita@osceolaschools.net
The PBIS team will provide opportunities to celebrate success and positive recognition through the wildcat stamp token economy and student store, On A Roll awards for attendance, academics, and behavior, school wide events, and engaging lessons.	Polanco, Yoldana, yoldana.polancomezquita@osceolaschools.net
Guidance counselors will provide access to support programs such as Expect Respect, High School Survivor Series, GSA, Art club, student/staff lead mentoring groups, and access to college and career/DE/CTE resources/accreditation. Students will earn acceleration and/or industry certifications and secure post secondary plans.	Polanco, Yoldana, yoldana.polancomezquita@osceolaschools.net
Teachers will plan to build an environment of belonging and foster positive student-teacher relationships that support a positive culture for students and staff. Teachers will develop engaging lessons that promote collaborative structures and integrate behavior strategies and interventions to help build students' self management, self-confidence, self-efficacy, and social awareness to support all students especially ELLs and SWD.	Polanco, Yoldana, yoldana.polancomezquita@osceolaschools.net
School leadership team review Panorama survey data as it becomes available and behavior, discipline, attendance, PBIS, CTE, and subgroup data monthly during Stocktake meetings.	Polanco, Yoldana, yoldana.polancomezquita@osceolaschools.net