

School District of Osceola County, FL

Heritage Park Academy



2020-21 Schoolwide Improvement Plan

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Heritage Park Academy

2330 NEW BEGINNINGS RD, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Karen Combs

Start Date for this Principal: 1/4/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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2330 NEW BEGINNINGS RD, Kissimmee, FL 34744

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 7-12</p>	<p>2019-20 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">%</p>

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the staff of the ORCF is to provide a safe, nurturing, rigorous, engaging educational environment where students can set and meet educational goals, allowing students to transition back to their home school, post secondary school, or community successfully.

Provide the school's vision statement.

All students deserve the opportunity to succeed, regardless of life circumstances, and deserve a high quality, relevant, and rigorous educational experience that prepares them for success in college, career, and life.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Combs, Karen	Principal	instructional leadership, data disaggregation, communication with stakeholders
Varney, Karen	School Counselor	Credit checks, working with staff and students, career development, etc.
Maddock, David		
Overstreet, Michelle	Assistant Principal	

Demographic Information

Principal start date

Friday 1/4/2019, Karen Combs

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

0

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

0

Total number of teacher positions allocated to the school

8

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	Alternative Education
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Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems**Current Year**

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	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	7	9	11	34	15	9	85
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	1	2	3	5	5	1	17
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	2	3	1	6

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	2	3	1	6

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 6/16/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	3	2	4	20	13	5	3	50
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	1	0	3	0	0	1	5
Level 1 on statewide assessment	0	0	0	0	0	0	1	1	0	12	5	4	3	26

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	1	0	3	0	0	1	5

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

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	3	2	4	20	13	5	3	50
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	1	0	3	0	0	1	5
Level 1 on statewide assessment	0	0	0	0	0	0	1	1	0	12	5	4	3	26

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	1	0	3	0	0	1	5

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	57%	56%	0%	57%	53%
ELA Learning Gains	0%	48%	51%	0%	47%	49%
ELA Lowest 25th Percentile	0%	43%	42%	0%	41%	41%
Math Achievement	0%	46%	51%	0%	44%	49%
Math Learning Gains	0%	41%	48%	0%	42%	44%
Math Lowest 25th Percentile	0%	46%	45%	0%	38%	39%
Science Achievement	0%	69%	68%	0%	71%	65%
Social Studies Achievement	0%	70%	73%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends.

Students' FSA scores, when they come to us having taken the test, are predominately a level 1. Students come to us at all points during the year and have often missed out on instruction due to absences and periods of incarceration in detention centers.

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

We have not experienced a decline from the prior year. Our data, though different students, is slightly more positive than the prior year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our graduation rate still has a large gap due to the length of student stay (9-12 months) and the many students who are significantly behind in either grade level or credits.

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

From looking at our early warning system, we have showed improvement in students scoring a level 1 on the FSA assessments. We have targeted those students who need to pass these assessments and have targeted them with direct instruction and interventions to assist them in raising their state assessment scores.

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

The level of which our students perform on FSAs are still concerning. Students need to be given additional interventions to assist with remediation of skills.

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

1. Improvement of Literacy, Math, and Science skills
2. Ensuring Outcomes for Multiple Subgroups
3. Increasing Social and emotional learning
4. Creating a schoolwide post secondary culture

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Ensure High Levels of Mathematics achievement for all students
Due to significant classrooms absences for students, the majority of students enter the facility below grade level for mathematics and need additional rigorous instruction to meet academic goals.

Measurable Outcome: Students will increase their BOY WIN testing scores by 20% or a measurable improvement from BOY to EOY.

Person responsible for monitoring outcome: Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy: By utilizing AVID mathematics strategies such as Cornell notes, mathematical discourse, and hands on learning, such as foldables, students will improve their mathematics performance.

Rationale for Evidence-based Strategy: Accomplished teachers deliberately structure opportunities for student to learn and develop appropriate mathematical discourse as they reason and solve problems. These teachers give students opportunities to talk with one another, work together in solving problems, and use both written and oral discourse to describe and discuss their mathematical thinking and understanding, deepening their mathematical understanding in powerful ways. (National Board of Professional Teaching, Standard 6, "Thinking Mathematically")

Action Steps to Implement

Professional development- Teachers will review AVID strategies (August 2019) pertaining to mathematical discourse, Cornell Notes, etc.

Person Responsible Michelle Overstreet (michelle.overstreet@osceolaschools.net)

1-2 strategies will be selected for mathematics students by the mathematics teacher- October 2020

Person Responsible Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Teacher selected mathematical strategies will be taught to students (October - November 2020).

Person Responsible Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Strategies will be utilized at least 3x per week with each student for the remainder of the school year.

Person Responsible Timothy Burdette (timothy.burdette@osceolaschools.net)

EOY WIN and classroom assessment scores of students will be monitored for increased learning.

Person Responsible Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Low Achievers (ie: ELL/ESE)
Will have an additional 2x per week for support of strategies with curriculum or reteach of strategies/content.

Person Responsible Michelle Overstreet (michelle.overstreet@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Ensure high levels of learning for all students in literacy. Rationale: Many students, due to excessive absences, have significant gaps in literacy. A focus on literacy is needed for students to meet and exceed their personal educational goals

Measurable Outcome: Students will increase their BOY WIN scores by 20%, or a measurable improvement from BOY to EOY

Person responsible for monitoring outcome: Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy: AVID's Critical Reading Process:- Pre Reading, Interacting with the Text, and Extending Beyond the Text will allow students to increase their reading skills.

Rationale for Evidence-based Strategy: The Center on Reading instruction gives five recommendations for literacy instruction- provide explicit instruction an supportive practice, increase the amount and quality of open sustained discussion of text, set and maintain high standards for text, conversations, questions and vocabulary, develop instructional methods that increase student engagement with text and motivation for reading, and teach essential knowledge so that all students master critical concepts (Center on Reading Instruction)

Action Steps to Implement

Professional Development: Teachers will review content based AVID reading instructional strategies- August 2019

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

1-2 strategies will be selected for English students by the English teacher- September 2020

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

Strategies will be taught to students (October-November 2020)

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

Strategies will be utilized at least 3x per week with each student for the remainder of the year.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

Win and classroom assessment scores of students will be monitored October-May 2021 for increased learning

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

Low Achievers (ie: ELL/ESE)

Will have an additional 2x per week for support of strategies with curriculum or reteach of strategies/ content.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Ensure high levels of science achievement for all students. All students need the opportunity to master basic STEM concepts, including computational thinking and to become digitally literate, allowing students to compete in a rapidly changing technological society. (Charting a Course for Success: American's Strategy for STEM education)

Measurable Outcome: Using the AVID strategies, 90% of students will be engaged in and complete STEM classes successfully during their enrollment with the OCJF.

Person responsible for monitoring outcome: Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy: By utilizing AVID strategies, students will be more engaged in science and STEM education, thereby increasing completion of classes, student engagement during classes, and increased pre and post test assessment scores.

Rationale for Evidence-based Strategy: The American Institutes of Research found promising results for schools embracing deeper learning including higher levels of motivation and self efficacy, on time graduation, and enrollment rates (American Institutes of Research, August 2016)

Action Steps to Implement

Professional Development- Teachers will review AVID Strategies- August 2020

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

1-2 AVID strategies will be selected for STEM students by the STEM Teachers- September 2020

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

Strategies will be taught to students- October 2020

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

Teacher selected strategies will be utilized at least 3x per week with each student for the remainder of the school year.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

WIN Test scores, class achievement and student engagement of students will be monitored October - May 2021 for increased learning.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

Low Achievers (ie: ELL/ESE)

Will have an additional 2x per week for support of strategies with curriculum or reteach of strategies/ content.

Person Responsible Michelle Overstreet (michelle.overstreet@osceolaschools.net)

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

Area of Focus Description and Rationale: Of the students who are currently detained at the Osceola Regional Juvenile Commitment Facility, 79% are black and 63% are SPED. Research states that these subgroups, along with free and reduced subgroup, which we do not know, but assume is 100%, have a disparity in vocabulary that has been exacerbated over time. This disadvantages African American children, since a larger proportion of them are poorer than White children. While a smaller vocabulary may not be a linguistic problem (the children have a language, just not Standard English), it does mean a child is likely to have trouble with listening comprehension in the early grades, especially when teachers read aloud complex texts that use Standard and academic English vocabulary. What starts out as simply a disparity in vocabulary escalates over the elementary grades to difficulty with reading comprehension, on which all later learning depends. Struggling with reading may also become a social challenge, leading to misbehavior and a lack of motivation to try (often fueled by embarrassment at being behind one’s peers). This occurs with our special education students as well. Therefore, it is essential to address the vocabulary difference before it morphs into school failure. (Vocabulary And Word Study To Increase Comprehension, St. John’s Journal, 2013)

Measurable Outcome: By learning content specific vocabulary each week, along with Latin roots and stems to unlock words, students will gain at least 20% on content specific pre and post tests, or a measurable improvement from BOY to EOY.

Person responsible for monitoring outcome: Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy: Students will learn content specific vocabulary in class along with Latin roots and stems.

Rationale for Evidence-based Strategy: According to Thompson (2002), grounding vocabulary instruction in etymology has far ranging benefits, including comfort with complex words, precise word choice, early acquisition of discipline-specific language, recognition of foreign language cognates, ease with spelling, and appreciation for language subtleties. Etymology provides a conceptual framework for understanding language.... (Gallagher, 2009)

Action Steps to Implement

Content area teachers will develop a word list for each quarter with content specific words for students. Students will be pre and post tested each quarter on words taught weekly.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

The English teacher will identify a list, each quarter, of Latin and Greek stems to teach students. Students will be pre and post tested each quarter on their learning of the teacher developed list and the application of these words to find meaning in new terms.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

Low Achievers (ELL/ESE) students will receive additional vocabulary practice using the following strategies:

* Think Alouds

* Academic Vocabulary journals

Person
Responsible Karen Combs (karen.combs@osceolaschools.net)

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

Area of focus: Students will build identified soft skills in order to ensure they leave the facility with SEL skills required for today's workplace.

Area of Focus Description and Rationale:

A group of organizations, including the Association for Career and Technical Education (ACTE), Career Technical Education (CTE) and the Partnership for 21st Century Skills (P21), recently published a report showing 31 percent of employers worldwide struggle to find qualified employees. A major reason for the qualified labor shortage is that fewer students are graduating high school with the social and emotional skills required for today's workplace. Forbes Magazine published survey results collected from The National Association of Colleges and Employers (NACE) on the top 10 skills employers want in graduates. These skills are listed below, ranked in order of highest priority.

- Ability to work in a team structure (relationship skills)
- Ability to make decisions and solve problems (tie) (decision-making)
- Ability to communicate verbally with people inside and outside an organization (social awareness)
- Ability to plan, organize and prioritize work (goal-directed behavior)

Measurable Outcome: After being given a January BOY and May EOY self assessment, students will show 20% gain, or a measurable improvement, in at least two of the four above areas.

Person responsible for monitoring outcome: Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Evidence-based Strategy: Teachers will select one of the four areas of working in a team structure, decision making, verbal communication, and goal directed behavior, and will focus on the SEL skill at least once a week embedded in a learning activity.

Rationale for Evidence-based Strategy: By direct instruction in these specific strategies, students will enhance or gain in SEL soft skills that will help them become more marketable in the future.

Action Steps to Implement

The assessment will be developed by a collaboration with the classroom teachers, interventionist and administration.

Person Responsible: Michelle Overstreet (michelle.overstreet@osceolaschools.net)

The assessment will be given to students and results will be archived.

Person Responsible: Michelle Overstreet (michelle.overstreet@osceolaschools.net)

ESE/ELL- Students will receive additional instruction in strategies in small groups.

Person Responsible: Michelle Overstreet (michelle.overstreet@osceolaschools.net)

After receiving instruction during the school year, students will complete the EOY assessment and results compared for each student.

Person Responsible: Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Effective classrooms/instructional strategies will be noted for the 21-22 school year.

Person Responsible Michelle Overstreet (michelle.overstreet@osceolaschools.net)

#6. Other specifically relating to Schoolwide Post Secondary Culture for All Students

Area of Focus Description and Rationale: The Social Innovations Journal (2014) say that merging research has shown that an individual’s mindset—the beliefs and perception of oneself in relation to learning—has substantial effects on school performance, especially amongst minority students. By students leaving with a plan and a resume, this will allow them to leave with a sense of purpose and a sense of belief in themselves and their potential.

Measurable Outcome: 100% of all students will leave the facility with a correctly written and formatted resume and a post secondary career plan/goal.

Person responsible for monitoring outcome: Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy: Students will learn to correctly format and to write a resume during their stay at the facility in English class and will receive services from the transition coordinator and program assistant in order to create a career path and a post secondary plan.

Rationale for Evidence-based Strategy: ‘In addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes and strategies that are crucial to academic performance in their classes...’- Farrington et al. (2012)

Action Steps to Implement

English teacher will receive PD on writing resumes- August

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

Students will work on writing resumes- Fall 2021 embedded in class.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

Transition specialist and program assistant will meet individually with each student to do a credit check, create a plan for careers, and help students participate with My Career Shines, a planning software.

Person Responsible Karen Combs (karen.combs@osceolaschools.net)

Additional Schoolwide Improvement Priorities

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

n/a

Part IV: Positive Culture & Environment

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

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

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

Students, families and school and facility staff participate in family days throughout the school year. Parents participate in IEP conferences, and are encouraged to call or email teachers or the principal if they have questions or concerns. Community partnerships have been established with various businesses and this has allowed our students increased access to a variety of learning opportunities. Teachers and students participate in biweekly awards for students based on improvement. A partnership with the facility includes the SAC council, participation from the school in a community advisory board, and a collaborative student council. The teaching staff participates with the facility during treatment team meetings which allows for robust family communication and student communication both in school progress academically and student behavior. Students receive daily points for positive behavior, and the facility rewards behavior with added privileges. All teachers are provided, by the school and district, with training on social emotional skills, culturally competencies as well as classroom management.

The teachers, during collaborative planning and PLC's, ensure that evidenced based strategies for student engagement and instruction are used and as well, students are making expected progress through the college and career ready curriculum. This allows high expectations and a shared understanding of academic and behavioral expectations. Feedback is shared with administrators so needed adjustments to easily make small corrections when needed.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				\$2,531.27
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	370-Communications	0859 - Heritage Park Academy	Title, I Part D		\$1,031.27
	6500	644-Computer Hardware Non-Capitalized	0859 - Heritage Park Academy	Title, I Part D		\$1,500.00
<i>Notes: printer for education office to print off student activities, assignments, etc.</i>						
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$31,515.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	0859 - Heritage Park Academy	Title, I Part D		\$1,375.00
			<i>Notes: Computer cart</i>			
	5100	644-Computer Hardware Non-Capitalized	0859 - Heritage Park Academy	Title, I Part D		\$25,095.00
			<i>Notes: 30 computers for academic instruction for students.</i>			
	5100	510-Supplies	0859 - Heritage Park Academy	Title, I Part D		\$1,045.00
			<i>Notes: GED materials for students</i>			
	6500	310-Professional and Technical Services	0859 - Heritage Park Academy	Title, I Part D		\$4,000.00
			<i>Notes: Direct instruction online classes.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$2,065.24
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	520-Textbooks	0859 - Heritage Park Academy	Title, I Part D		\$1,500.00
			<i>Notes: books for teacher professional development library</i>			
	6400	330-Travel	0859 - Heritage Park Academy	Title, I Part D		\$200.00
			<i>Notes: 2 teacher registrations to attend in state DJJ Restoring Hope Summit.</i>			
	5100	750-Other Personal Services	0859 - Heritage Park Academy	Title, I Part D		\$360.00
			<i>Notes: 2 substitutes to attend summit- 90.00x 2 x 2 days</i>			
	6120	220-Social Security	0859 - Heritage Park Academy	Title, I Part D		\$5.24
			<i>Notes: medicare for substitutes @ \$1.45 x 2 subs 2 days</i>			
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
6	III.A.	Areas of Focus: Other: Schoolwide Post Secondary Culture for All Students				\$78,312.11
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6120	130-Other Certified Instructional Personnel	0859 - Heritage Park Academy	Title, I Part D	0.5	\$34,767.50
			<i>Notes: Transition specialist is responsible for overseeing the transition process for each student upon entry and exit and developing and monitoring transition plans.</i>			
	6120	210-Retirement	0859 - Heritage Park Academy	Title, I Part D	0.5	\$3,476.75
			<i>Notes: Retirement for Transition specialist at 10%</i>			
	6120	220-Social Security	0859 - Heritage Park Academy	Title, I Part D	0.5	\$2,659.71
			<i>Notes: Social Security/FICA 7.65% Transition Specialist</i>			
	6120	230-Group Insurance	0859 - Heritage Park Academy	Title, I Part D	0.5	\$3,413.00

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			<i>Notes: Group insurance for transition specialist 50% of 6,826.00</i>			
6120	240-Workers Compensation	0859 - Heritage Park Academy	Title, I Part D	0.5	\$747.74	
			<i>Notes: workers compensation for transition specialist.</i>			
6190	160-Other Support Personnel	0859 - Heritage Park Academy	Title, I Part D	0.6	\$17,631.16	
			<i>Notes: The transition program assistant will work with students and parents to create and monitor transition plans, post secondary transition plans, and serves as a liaison with the facility, parents, students, teachers and outside agencies to ensure transition services are robust and appropriate.</i>			
6190	210-Retirement	0859 - Heritage Park Academy	Title, I Part D	0.6	\$1,763.12	
			<i>Notes: Retirement at 10% for transition program assistant</i>			
6190	220-Social Security	0859 - Heritage Park Academy	Title, I Part D	0.6	\$1,348.78	
			<i>Notes: Social Security/FICA at 7.65% for Transition Program assistant</i>			
6190	230-Group Insurance	0859 - Heritage Park Academy	Title, I Part D	0.6	\$2,295.60	
			<i>Notes: Group insurance for Transition Program Assistant 60% of 6828.</i>			
6190	240-Workers Compensation	0859 - Heritage Park Academy	Title, I Part D	0.6	\$449.59	
			<i>Notes: Workers compensation for transition program assistant</i>			
5100	510-Supplies	0859 - Heritage Park Academy	Title, I Part D		\$987.94	
			<i>Notes: Materials and supplies for transition services including but not limited to paper, pencils, folders, markers, ink.</i>			
5100	520-Textbooks	0859 - Heritage Park Academy	Title, I Part D		\$3,271.22	
			<i>Notes: library materials to encourage career research and academic progress.</i>			
6500	644-Computer Hardware Non-Capitalized	0859 - Heritage Park Academy	Title, I Part D		\$3,000.00	
			<i>Notes: 2 laptops for transition specialist and program assistant- refresh</i>			
5100	510-Supplies	0859 - Heritage Park Academy	Title, I Part D		\$1,500.00	
			<i>Notes: materials and supplies for resume, college and career research</i>			
5100	510-Supplies	0859 - Heritage Park Academy	Title, I Part D		\$1,000.00	
			<i>Notes: paper , in k, etc. to develop a series of education informational resources for parents.</i>			
Total:					\$119,328.00	