

School District of Osceola County, FL

Heritage Park Academy



2021-22 Ungraded 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

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 7-12
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)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
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.

The mission of the Osceola Regional Juvenile Commitment Facility 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 and will receive the opportunity to succeed, regardless of life circumstances, and can expect a high quality, relevant, and rigorous educational experience that prepares them for success in college, career, and life.

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

Our school encompasses a Level 8 high risk population that is receiving treatment for a variety of root causes that have initiated often extended involvement with the juvenile justice or adult justice systems. Students have been adjudicated to the facility where they receive educational services 250 days per school year. In addition, students receive group, individual and family therapy in order to identify and overcome barriers to a productive life outside of our walls. Students have a case manager that works with the student, treatment team, education and family hand in hand to help the students achieve personal and educational goals as well. The school district has embraced this population by providing robust staffing, appropriate technology and educational support year round for students, along with college and career guidance and career and technical education.

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
Combs, Karen	Principal	Instructional leadership, data disaggregation, communication with stakeholders.
Overstreet, Michelle	Assistant Principal	Instructional leadership, data disaggregation, professional development, communication with stakeholders.
Varney, Karen	School Counselor	Credit checks, overseeing state and local testing, working with staff and students, career development.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Friday 1/4/2019, Karen Combs

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.

8

Total number of students enrolled at the school.

44

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

1

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

1

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	1	9	5	22	14	2	53
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	1	4	2	9	9	2	27
Course failure in Math	0	0	0	0	0	0	0	1	5	4	7	3	1	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	1	4	2	7	3	1	18
	0	0	0	0	0	0	0	1	4	2	7	3	1	18

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	0

The number of students identified as retainees:

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

Date this data was collected or last updated

Tuesday 8/31/2021

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	7	9	11	34	15	9	85
Attendance below 90 percent	0	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	0
Course failure in ELA	0	0	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	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	2	3	5	5	1	17
Level 1 on 2019 statewide FSA Math assessment	0	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	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	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					57%	56%		56%	56%
ELA Learning Gains					48%	51%		54%	53%
ELA Lowest 25th Percentile					43%	42%		47%	44%
Math Achievement					46%	51%		39%	51%
Math Learning Gains					41%	48%		40%	48%
Math Lowest 25th Percentile					46%	45%		46%	45%
Science Achievement					69%	68%		67%	67%
Social Studies Achievement					70%	73%		70%	71%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019					
Cohort 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					
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					

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	
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 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?

Our students were progress monitored using a variety of assessments including teacher created assessments, CBM, credit retrieval and credit recovery rates, and treatment team antidotal notes. All students are monitored as it is the staff belief that all students are tier 3 students in need of substantial intervention.

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

The data component unmeasured in this plan that showed the most improvement was our rate of general education diploma passage and student diplomas obtained by students. We had over 20 students, throughout a very difficult school year, graduate with a GED diploma or a high school diploma. This is a testimony to rigorous content specifically taught to students during class and through tutoring.

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?

Our students still struggle with state assessments, including PERT, EOC Alg, 1, FSA Language Arts. These are important skills for our students, but overall there is a persistence and endurance issue with many of our students who struggle with attending for long periods of time to difficult material.

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

Overall, our students need both test taking strategies, background knowledge, and endurance during rigorous testing and or content delivery in order to overcome barriers and gaps in education.

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

Students need scaffolded assistance to be able to navigate challenging content and produce the understanding as evidence of learning. Carol Dweck in Mindset states that making students aware of deliberate practice and the understanding that practice is difficult assists students in this process. In addition, Elmore in a study recommends

- talk about the power of attitude and persistence
- turn a problem into a picture (model) or puzzle
- begin with smaller chunks so students can experience success
- share the why
- when possible allow students to work together
- make a problem a game or competition
- reward hard work and delayed gratification

(Elmore, Tim (201) Seven Ideas to Build Persistence in Students.

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.

Professional development in building background knowledge and test taking, growth mindset, and perseverance strategies as well as warm demand for students will be provided to staff. During classroom evaluations, evidence of the professional learning will be evaluated and scaffolded support will be given to students as needed.

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.

Ensure high levels of mathematic achievement for all students. Due to significant classroom absences for students, the majority of students enter the facility significantly below grade level for mathematics and need additional rigorous instruction to meet academic goals.

Measurable Outcome:

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

Students will increase their EOY WIN scores by 10% or a measurable improvement from BOY to EOY

Monitoring:

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

Students will be monitored per concept taught by a teacher created assessment for mastery of content.

Person responsible for monitoring outcome:

Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy:

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

By utilizing AVID mathematics strategies such as Cornell notes, mathematical discourse, and hands on learning such as foldable, students will improve their mathematics performance

Rationale for Evidence-based Strategy:

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

Accomplished teachers deliberately structure opportunities for students 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 Mathmatically")

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.

Professional Development- teachers will review AVID strategies (August 2021) pertaining to mathematic discourse.

Person Responsible

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Teacher selects 1-2 mathematic strategies for by September 2020

Person Responsible

Michelle Overstreet (overstrm@osceola.k12.fl.us)

Strategies are taught to students and used for the remainder of the year. 2-3 times per week for the remainder of the year.

Person Responsible

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Teacher created assessments, student state and local assessment data, and EOY Win scores will be monitored for increased learning.

Person Responsible

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Monitoring ESSA Impact:

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

Low achievers and ELL students will have additional support each week with curriculum or research of strategies/content during intervention/tutoring time.

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.

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:

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

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

Monitoring:

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

Students will be monitored by teacher standard based assessments, state and local testing, and CBM progress monitoring.

Person responsible for monitoring outcome:

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Evidence-based Strategy:

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

AVID'S Critical Reading Process- Pre Reading, Interacting with Text and Extending Boyd Text will allow students to increase their reading skills.

Rationale for Evidence-based Strategy:

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

The Center on Reading INstruction gives five recommendations for literacy Instruction- provide explicit instruction, a supportive practice, and increase the amount and quality of open sustained discussion of text, set and maintain high standards for text, conversions, 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 crucial concepts (Center on Reading Instruction)

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.

Professional Development: Teachers will review content based AVID reading instructional strategies- August 2021

Person Responsible

Karen Combs (karen.combs@osceolaschools.net)

1-2 AVID reading strategies will be selected for students by the Language Arts teacher- September 2020

Person Responsible

Karen Combs (karen.combs@osceolaschools.net)

Strategies will be utilized at least 2x per week with each student for the remainder of the year.

Person Responsible

Karen Combs (karen.combs@osceolaschools.net)

WIN, classroom and state assessments will be monitored throughout the year for increased learning.

Person Responsible

Karen Combs (karen.combs@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

Students who are ESE/ELL/Low achievers will have an additional 2x per week for support of strategies with curriculum or research of strategies/content.

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.

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: America’s Strategy for STEM Education)

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

Using the AVID strategies, 90% of all students will be engaged in and complete at least one STEM class successfully during their enrollment with the OCJF.

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

Student assessment data as well as credit accrual will be monitored.

Person responsible for monitoring outcome:

Karen Combs (karen.combs@osceolaschools.net)

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

By utilizing AVID strategies, students will be more engaged in science and STEM education, thereby increasing completion of classes, student engagement in classes, credit accrual, CTE certification, and increased pre and post test assessment scores

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

The Mercian Institute 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: 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.

Professional Development- Teachers will review AVID strategies August 2021

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

1-2 AVID strategies will be selected for students by the STEM teachers September 2021

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

Strategies will be taught to students- October 2021

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

Teacher selected strategies will be utilized at least 2x per week with each student for the remainder of the year.

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

WIN Scores, class achievement, credit accrual, course progress, and certification along with student engagement with their class content will be monitored throughout the year for increased student performance.

Person Responsible Michelle Overstreet (overstrm@osceola.k12.fl.us)

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.

ESE/ELL/Low Achievers will have an additional 2x per week support of strategies with curriculum or a research of strategies/content.

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

Students will build identified soft skills in order to ensure they leave our facility with SEL skills required for today’s workplace.

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% of employers worldwide struggled to find qualified employees. A major reason for the qualified labor shortage is that fewer students are graduation high school with the social and emotional skills required for today’s workplace. Forbes Magazine published survey results collected from the National Association of College and Employers (NACE) on the top 10 skills employers want in graduates. These skills are listed below, ranked in the 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)

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

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

After being given a January BOY and May EOY self assessment, students will show a 20% gain, or a measurable improvement in at least two of the four above areas. In addition, the attendance of students when they leave the facility (DJJ Accountability Component) will increase by 10% or or measurable component due to the teaching of growth mindset and SEL skills.

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

Teacher input along with self assessment will be monitored for students.

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

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

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

By direct instruction in these specific areas, students will enhance or gain SEL soft skills that will help them become more marketable in the future. According to CASEL study, students who use these skills not only do better academically, but SEL skills support per and adult norms that convey high expectations for success (Blum and Libby, 2004)

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.

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

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

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

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

Students will leave with a completed resume enhanced with information from at least one of the SEL soft skills learned.

Person Responsible [no one identified]

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.

ESE/ELL/and Low Achievers will receive additional small group instruction in SEL skills.

#5. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:

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

After a review of survey data and in addition, a review of instructional practice at the OJDC, it is evident distributive leadership is needed to continue and sustain school improvement. The Study on Meaningful and Sustainable School Improvement with Distributed Leadership discusses an involvement of a diverse set of people with multiple perspectives to diagnose root causes of problems and create innovative solutions, and this is a way of organizing the human capital companion to achieve it transformational school improvement.

Measurable Outcome:

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

Creating the conditions and develop skills to manage difficult discussions, the leadership team will identify one problem and work to solve the problem by meeting throughout the school year.

Monitoring:

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

The administrative team will schedule and facilitate leadership team meetings based on the selected issue and will monitor steps to a solution.

Person responsible for monitoring outcome:

Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy:

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

Distributive leadership will be fostered by beginning a leadership team that will identify the root causes of a problem and design potential strategies to overcome challenges to solve the problem.

Rationale for Evidence-based Strategy:

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

Distributive leadership allows the focus to be on leadership practice, encourage a diverse set of participants with a multi-perspectives, and creates the conditions for creating and revising the continuous improvement model. According to information in the University of Pennsylvania

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.

Leadership team will be self selected by staff and administration team. (October 2021)

Person Responsible

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

A calendar of meetings will be set up and a problem identified by the team to work on throughout the year. Norms will be created by the group. (November 2021)

Person Responsible

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

A team created mid point evaluation and end of the year will be competed by all team members in February and revisions will be made in the team structure based on the feedback. The progress of the team will be reviewed by the team in the June meeting.

Person Responsible

[no one identified]

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus

as it relates to all ESSA
subgroups not meeting the 41%
threshold according to the
Federal Index.

#6. DJJ Components specifically relating to Industry Certifications

Area of Focus Description and Rationale:

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

Currently we have a 0 on industry certifications for the Juvenile Detention Center.

Measurable Outcome:

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

OCJF will have a 20% or a measurable improvement of students taking and successfully completing industry certifications.

Monitoring:

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

Administration will work with CTE certified programs to ensure that students take certifications when eligible.

Person responsible for monitoring outcome:

Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy:

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

By enrolling in a CTE course and working toward an industry certification, students will be more motivated to complete a CTE program or cluster, complete a certification, and earn credit in a class.

Rationale for Evidence-based Strategy:

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

According to research by the USDOE, in 2002, 10th grade public school students who took a CTE concentration in high school, 50% completed a college degree or credential as their highest level of educational attainment. Non concentrators were more likely to have not attained a high school diploma. The concentrators were employed full time at higher rates eight years after expected high school graduation. This increases our students employability and post facility success.

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.

All students will be enrolled in a CTE course leading to a certification- September 2020

Person Responsible

Karen Combs (karen.combs@osceolaschools.net)

Teachers will be able to give certifications in their current CTE subject.

Person Responsible

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Student progress towards certification will be assessed quarterly by the leadership team.

Person Responsible

[no one identified]

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.

Students who are ESE/ELL/Low achievers will receive extra time and practice on content and practice for certification assessments.

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.

Students, families, school and facility staff participate in family days throughout the school year. Parents are active participants in IEP conferences and treatment team meetings which allows for robust family communication and student communication in school progress academically as well as student behavior. A Kranert-Reynolds type system is used where students can earn hourly points for positive behavior and students are rewarded with added privileges and the system is cooperatively used by the facility as well as education. Teachers are provided, by the school district, with training on social emotional skills and cultural competencies as well as classroom management. The school participates in the facility community committee and partnerships have been established with various businesses which has allowed our students an increased access to a variety of learning opportunities. Teachers and students participate in bimonthly awards based on a variety of positive character traits as well. The facility and the teachers and student leaders participate in the SAC council and as well, a collaborative student council.

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

Our students, the facility staff, our teachers and the community are our stakeholders in our juvenile justice facility. It's important for the facility staff and education to work together and be on the same team. To do this, the facility staff and education share important information and communicate on a daily basis in order to ensure that the students are the benefactors of a cohesive environment as well as ensure that students feel secure in knowing rules, boundaries and frameworks for their day. Our parents are stakeholders as well in that we need to ensure that parents feel connected and hear regular reports of positives and areas of opportunity that each student has to work on. Our immediate communities and the community where the student resides after incarceration are also stakeholders and it is our responsibility to ensure that students are as prepared as possible in order to reenter the community where they reside and can participate in the community as a responsible citizen.