

Polk County Public Schools

Polk Halfway House



2021-22 Schoolwide Improvement Plan

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Polk Halfway House

2145 BOB PHILLIPS RD, Bartow, FL 33830

<http://www.polk-fl.net/djjep/halfway.htm>

Demographics

Principal: Ricky Wiggs

Start Date for this Principal: 11/4/2020

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 5-12 |
| 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) | 13% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | |
| School Grades History | 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| 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 Polk 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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Polk Halfway House

2145 BOB PHILLIPS RD, Bartow, FL 33830

<http://www.polk-fl.net/djjep/halfway.htm>

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| High School 5-12 | No | % |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Alternative Education | No | % |

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to move students closer to graduation during their stay in the facility. We will also graduate those that meet the requirements for graduation.

Provide the school's vision statement.

Our vision in the alternative education setting is to engage students with positive educational experiences. We will provide classrooms that support self-improvement, self-awareness, and personal academic success. We want better outcomes for the students at Polk Halfway House and will provide the skills that will support the students beyond the program.

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------|---|
| Butler, Michael | Assistant Principal | School Operations, Curriculum decisions, DJJ compliance, Liaison with supporting agencies |

Demographic Information

Principal start date

Wednesday 11/4/2020, Ricky Wiggs

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

7

Total number of students enrolled at the school

45

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

5

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

3

Demographic Data

Early Warning Systems

2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|---|----|----|----|----|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 | 15 | 10 | 3 | 48 |
| 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 | 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 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

Wednesday 7/14/2021

2020-21 - As Reported

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

| Indicator | Grade Level | Total |
|---|-------------|-------|
| Number of students enrolled | | |
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA | | |
| Course failure in Math | | |
| Level 1 on 2019 statewide FSA ELA assessment | | |
| Level 1 on 2019 statewide FSA Math assessment | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

The number of students identified as retainees:

| Indicator | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

2020-21 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|---|---|---|----|----|----|----|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 10 | 15 | 10 | 3 | 48 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 3 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |

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 | 2 | 0 | 0 | 0 | 0 | 2 |

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 | 1 | 0 | 0 | 0 | 1 | |
| Students retained two or more times | 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 | | | | | 47% | 56% | | 46% | 56% |
| ELA Learning Gains | | | | | 46% | 51% | | 47% | 53% |
| ELA Lowest 25th Percentile | | | | | 37% | 42% | | 39% | 44% |
| Math Achievement | | | | | 43% | 51% | | 44% | 51% |
| Math Learning Gains | | | | | 45% | 48% | | 42% | 48% |
| Math Lowest 25th Percentile | | | | | 44% | 45% | | 38% | 45% |
| Science Achievement | | | | | 58% | 68% | | 65% | 67% |
| Social Studies Achievement | | | | | 61% | 73% | | 63% | 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 |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 06 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 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 |
| 05 | 2021 | | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 06 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2021 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| 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 | | | | | |

| ALGEBRA EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Did not have a progress monitoring tool other than WIN during the year, and will be adding STAR during the 21-22 school year.

| Grade 5 | | | | |
|-----------------------|--|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 6 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Grade 7 | | | | |
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Civics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 8 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 9 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 10 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 11 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 12 | | | | |
|--------------------------|--|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Biology | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| US History | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

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.

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

Most students entering residential programs like Polk Halfway House, arrive with deficiencies in reading and math. Poor attendance and gaps in learning create difficulties for these types of students. This trend is confirmed through the initial WIN testing.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the 2019 FSA assessments, the majority of Level 1 & 2 students are eighth and ninth graders. Most of these students have been retained at least once. Reading showed the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students length of stays vary from student to student. It is critical to address learning gaps, credit recovery, and skill building in reading & math.

Actions steps include the following:

1. Initial assessment to correctly identify problem areas for the student

2. Customized learning plan to help the student recover quickly
3. Additional progress monitoring

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math and Reading showed gains from on every student from entry to exit. The math component showed the most gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The math teacher used intensive math practice to develop basic math skills. Another contributing factor was the addition of certified teachers to the program.

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

A more aggressive approach to progress monitoring will be implemented with the addition of STAR testing. This will allow for the adjustment of instruction based on the testing results. STAR will also provide better data for supporting students delineating weaknesses that can be improved.

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.

School will provide reading competencies for the few remaining non-reading endorsed teachers, training in engagement strategies for students in DJJ programs, and de-escalation verbal skills to better address at risk students. Mental health First Aid will also be provided for new teachers at the school.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services will include mental health monitoring, job services support upon exit, job skills and employment training.

Part III: Planning for Improvement

Areas of Focus:

#1. DJJ Components specifically relating to Common Assessment Data Quality

| | |
|---|---|
| Area of Focus | During reflection of data collected from the annual survey, it was apparent that additional diagnostic assessments were needed to better serve our students. The need for more in student data was the rationale for this focus area. |
| Description and Rationale: | |
| Measurable Outcome: | 100 % of the students will receive at least 2 test sessions of STAR testing unless that student is transferred on committed to another program. |
| Monitoring: | The transition specialist will ensure all students are scheduled and tested during the STAR assessments. Test results will be reviewed with teachers and students. |
| Person responsible for monitoring outcome: | Michael Butler (michael.butler@polk-fl.net) |
| Evidence-based Strategy: | Research shows that when teachers use systematic progress monitoring to track their students progress in reading, and mathematics, they have a clearer picture of their teaching practice. Teachers can identify gaps and weaknesses in students' skills. Instruction can also be adjusted to address the needs of the students. |
| Rationale for Evidence-based Strategy: | Progress monitoring is used to assess student progress or performance in those areas in which they were identified as being at-risk for failure in reading and math. It also helps to determine if students are benefitting appropriately from the instructional program. Progress monitoring helps to identify students who are not making adequate progress, and helps to guide the development of effective interventions, and adjustments in instruction. |
| Action Steps to Implement | |
| <ol style="list-style-type: none"> 1. Implement STAR and make sure all students are captured during at least 2 testing windows. 2. Review all STAR test data with teachers, and students. 3. Adjust instruction as needed. | |
| Person Responsible | Michael Butler (michael.butler@polk-fl.net) |

#2. DJJ Components specifically relating to Industry Certifications

| | |
|---|---|
| Area of Focus | After reviewing the DJJ quality indicators, additional support was needed to prepare students for employment and the processes involving job hunting, resumes, the application process, budgets, and personal finance. |
| Description and Rationale: | |
| Measurable Outcome: | 100 % of students during their time at the facility will develop an employment portfolio that can be taken with them to have as they enter the job market or secondary schools. |
| Monitoring: | <ol style="list-style-type: none"> 1. Students will be randomly checked for completion of the portfolio 2. The business teacher will develop a checklist to ensure quality and evidence of learning. 3. The portfolio will include Servsafe, OSHA, Kuder Instrument, MyCareerShines, ReadytoWork activities and JobSource. |
| Person responsible for monitoring outcome: | Michael Butler (michael.butler@polk-fl.net) |
| Evidence-based Strategy: | Student working towards career interest are more engaged and more likely to complete school or obtain industry certifications. Career development research can be used to improve students' educational experiences and outcomes in the world-of-work and address shortages in the labor market. |
| Rationale for Evidence-based Strategy: | After reviewing our marginal success with industry certifications, it was determined that a more concerted effort was needed to engage more students in career development. |

Action Steps to Implement

1. Work with the Business teacher to develop a comprehensive list of industry certifications
2. Ensure the Business teacher had the necessary tools and access along with training.
3. Conduct bi-weekly feedback sessions to determine implementation status.

Person Responsible Michael Butler (michael.butler@polk-fl.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

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| Area of Focus Description and Rationale: | After reviewing teacher evaluations and comments from a climate survey, it was obvious we needed to improve our positive behavior approach. |
| Measurable Outcome: | <ol style="list-style-type: none"> 1. Reduce the number on incident involving staff intervention to zero 2. Improve the number of students completing weekly educational goals from 40% to 85% 3. Increase the number of credits earned by 35 <p>Recognizing success through performance measures like weekly Edgenuity progress reports</p> |
| Monitoring: | <p>Recognizing grade or course success during the grading periods through guidance counselor reporting</p> <p>Recognizing desired behaviors when students perform them.</p> |
| Person responsible for monitoring outcome: | Michael Butler (michael.butler@polk-fl.net) |
| Evidence-based Strategy: | The evidenced based strategy of Positive Behavior Supports is a researched based strategy that improves the behavior of students. |
| Rationale for Evidence-based Strategy: | <p>After reviewing the climate survey, it was determined that improvements in our positive plan was needed. Positive interactions improve the quality of life for students. This approach also helps students to understand that success leads to a positive experience.</p> <p>Resources needed for these activities include local facility support, local business support, and additional funding beyond the school budget.</p> |
| Action Steps to Implement | |
| <ol style="list-style-type: none"> 1. Implement a system that recognizes student achievements. 2. Create a constant visual reminder of student success. 3. Conduct recognition programs with all students to observe successful activities. | |
| Person Responsible | Michael Butler (michael.butler@polk-fl.net) |

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A school is not listed

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.

One of the best ways we can build a positive school environment is to recognize the success students on a consistent basis. Examples of this can be found during the days, weeks, grading periods, and towards potential graduations. In all of our programs, students need to learn to be successful, contributing, and improving on their self-concept. A positive behavior plan that encompasses all benchmarks encourage the student to be more successful. Creating the desire for success helps our students strive for positive self-fulfillment. By working with stakeholders and building consensus, we can better serve our students.

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

We are committed to the goal of bringing more community representatives into the facility to broaden the interactions will our stakeholders.

1. School Administrators and Facility Administrator will coordinate to provide more community interactions for the students.
2. Subject area teachers will integrate real world understanding in their instruction.
3. Elective Teachers will provide additional skills in personal finance, joining the workforce, and striving in the real world economy.
4. All staff will work towards a positive culture and developing positive students even with potential setbacks working with this specific student population.
5. We will strive to engage the parents in the success of their students.

Part V: Budget

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

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| 1 | III.A. | Areas of Focus: DJJ Components: Common Assessment Data Quality | \$0.00 |
| 2 | III.A. | Areas of Focus: DJJ Components: Industry Certifications | \$0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports | \$0.00 |
| Total: | | | \$0.00 |