Seminole County Public Schools

Journeys Academy

2021-22 Ungraded Schoolwide Improvement Plan

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Journeys Academy

1722 W AIRPORT BLVD, Sanford, FL 32771

[no web address on file]

Demographics

Principal: Michael Showalter   Start Date for this Principal: 8/27/2021

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	Combination School 4-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	86%
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 Seminole 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.

Journeys Academy will effectively impact student achievement and personal growth by providing an academically sound education, positive behavior supports, opportunities and structure.

Provide the school's vision statement.

The individualized needs of our students are at the forefront of every decision we make, every word we say, and every action we take.

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

Journeys Academy has a population of at-risk students who are accessing a last chance opportunity for a free and appropriate public education in lieu of expulsion. Because many of the students have experienced previous emotional trauma, Journeys Academy uses a trauma-based approach to support the students and address behaviors that would impede their learning in the classroom. This includes utilizing both a paraprofessional and a registered behavior technician to support students within the classrooms and facilitation of a regulation room where the students have a safe space to regulate their emotions. Journeys Academy is also using Restorative Practices as a prevention strategy. A district mental health counselor and a social worker are also onsite to provide support to our students and their families.

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
Garnes, Deirdre	Director of Alternative Programs	Oversees the SCPS policies and procedures governing administrative assignments and expulsions
Russo, Grace		Academic/instructional leader and manager of all school operations.
Handy, Greg	School Administration Manager	Student discipline, school operations, and parent/student orientations.
Sanks, Twyla		Scheduling, assessments, and group/individual student counseling.
Walsh, Michelle	Assistant Superintendent of Student Support Services	District leader for Exceptional Student Education, Intervention Services and Alternative Programs

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Friday 8/27/2021, Michael Showalter

Number of teachers with professional teaching certificates?
8

Number of teachers with temporary teaching certificates?
1

Total number of teacher positions allocated to the school.
9

Total number of students enrolled at the school.
38

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	1	0	1	8	14	5	3	3	2	37
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	1	4	4	0	0	0	0	9
Course failure in Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	3	0	0	0	0	0	4
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	0	1	1	2	0	0	0	0	5
Number of students with a substantial reading deficiency	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	1	2	1	0	0	0	0	4

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	5	7	0	0	0	0	13
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 8/25/2021

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 FSA ELA assessment	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	

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	

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					77%	61%		78%	60%
ELA Learning Gains					65%	59%		62%	57%
ELA Lowest 25th Percentile					62%	54%		52%	52%
Math Achievement					81%	62%		79%	61%
Math Learning Gains					69%	59%		70%	58%
Math Lowest 25th Percentile					67%	52%		58%	52%
Science Achievement					76%	56%		72%	57%
Social Studies Achievement					86%	78%		94%	77%

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
04	2021					
	2019					
Cohort Comparison						
05	2021					
	2019	0%	64%	-64%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	7%	60%	-53%	54%	-47%
Cohort Comparison		0%				
07	2021					
	2019	8%	58%	-50%	52%	-44%
Cohort Comparison		-7%				
08	2021					
	2019	9%	61%	-52%	56%	-47%
Cohort Comparison		-8%				
09	2021					
	2019	25%	61%	-36%	55%	-30%
Cohort Comparison		-9%				
10	2021					
	2019	0%	61%	-61%	53%	-53%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2021					
	2019					
Cohort Comparison						
05	2021					
	2019	0%	65%	-65%	60%	-60%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
06	2021					
	2019	0%	65%	-65%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	13%	61%	-48%	54%	-41%
Cohort Comparison		0%				
08	2021					
	2019	18%	32%	-14%	46%	-28%
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	0%	62%	-62%	53%	-53%
Cohort Comparison						
08	2021					
	2019	25%	57%	-32%	48%	-23%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	71%	-71%	67%	-67%
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	14%	61%	-47%	61%	-47%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	64%	-64%	57%	-57%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK											
FRL											
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	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	0
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	0
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

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?

As an alternative center with short term placement, Journeys Academy (JA) is focused on supporting students social emotional learning and decision making and preparing students to be successful when returning to their zoned school. JA utilized support from student services to work with students and families, providing needed social emotional support for successful transition to their zoned school.

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

N/A - no prior year data is available for 2021 for Journeys Academy.

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?

N/A - no prior year data is available for Journeys Academy.

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

Journeys Academy Federal Percent of Points Index reflects deficiencies in the graduation rate of African American and Economically Disadvantaged students. As an alternative center that is focused on supporting at risk students via temporary placement, Journeys Academy does not graduate students. The graduation rate associated with Journeys Academy reflects students who exit their placement and do not return to their zoned school.

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

Journeys Academy will use the SCPS early warning system to identify students who are at risk academically and behaviorally, and support students to make positive decisions and meet with academic success.

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 learning focused on restorative practices and positive behavioral support will be provided to teachers and leaders.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As an alternative center with short term placement, Journeys Academy is focused on supporting students social emotional learning and decision making and preparing students to be successful when returning to their zoned school.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increasing the number of students who successfully transition from Journeys Academy who then earn a high school diploma.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Area of focus will be monitored using the EdInsight Early Warning System and the cohort dashboard to track students' re-entry to their zoned school.
Person responsible for monitoring outcome:	Michelle Walsh (michelle_walsh@scps.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Research indicates utilization of early warning system to identify at-risk students to determine needed supports increases their likelihood for future academic success and graduation.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Journeys Academy will use the SCPS early warning system to identify students who are at risk academically and behaviorally display academic, and support students to make positive decisions and meet with academic 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.

Utilize a reset/refocus classroom to reduce exclusionary discipline which disproportionately impacts black students and contributes to school absences. Evidence to reflect monitoring will include student sign In sheets, student disciplinerReferrals.

Person Responsible	Greg Handy (handygr@scps.k12.fl.us)

Reduce student absenteeism (which contributes to disruptions in learning) for economically disadvantaged students through use of restorative practices for lower level discipline offenses. Evidence to reflect monitoring will include Documentation from restorative practices fidelity checks, reflection logs, student discipline referrals.

Person Responsible	Grace Russo (grace_russo@scps.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.

#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.	Improving Reading/ELA instruction for elementary students. FSA achievement data reflects that less than 50% of students scored a level 3 or above on the 2021 FSA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome will be an increase in the percentage of elementary students scoring level 3 or above on the spring 2022 FSA.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through strategic, data aligned PLC planning and collaboration, common formative assessment data and iReady outcomes.
Person responsible for monitoring outcome:	Michelle Walsh (michelle_walsh@scps.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Research reflects a 0.47 effect size for small group learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	By working with students in small groups, teachers can provide targeted lessons and feedback to quickly accelerate student learning through both differentiation in the core and intervention.

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.

Developing highly collaborative PLCs strategically focused on the use of formative assessment data.
Utilizing results of DRA and iReady diagnostics to design reading acceleration support for students.
Utilizing SCPS Early Warning/MTSS systems to support interventions.
Reading walk-throughs focused on identifying standards-based and differentiated whole group instruction and small group instruction.
Utilizing pacing calendars and research based instructional materials and practices in 90-minute block.
Utilizing additional research-based intervention curriculum for tier 2 and 3 students.
See Seminole County Public Schools' School Improvement Plan for additional details.

Person Responsible	Michelle Walsh (michelle_walsh@scps.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.

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.

Journeys Academy routinely involves various stakeholders in building a positive school culture/climate through:

• Monthly MTSS meetings
• Title I Parent Nights
• Positive Behavior Support (PBS) programming
• University and college visits
• Experiential field trips throughout the community
• Volunteers
• Guest speakers

Students are able to earn incentives through a tiered level system. Incentives are donated and provided by various stakeholder groups. Volunteers and guest speakers help to create an environment in which achievement, goal setting and real-world experiences are the focus.

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

Journeys Academy has a varied stakeholder group. These stakeholders include faculty, parents, students, law enforcement, local colleges/universities, faith-based organizations and social service agencies. Faculty, parents, and students collaborate to identify areas of concern regarding campus procedures and safety. These groups are surveyed to identify opportunities and provide school leadership with recommendations for improvement. Additionally, service service agencies, faith-based organizations and law enforcement agencies support with the provision of emotional/mental health supports and basic needs for students and families. Local educational institutions partner with Journeys Academy to support student is career exploration and experiential field trips.