Scps Consequence Unit

2021-22 Ungraded Schoolwide Improvement Plan

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1151 E 28TH ST, Sanford, FL 32773

[no web address on file]

Demographics

Principal: De lR Dre Garnes

Start Date for this Principal: 8/10/2016

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
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)	93%
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	2021-22: I
	2020-21: No Rating
	2018-19: I
	2017-18: Maintaining
	2016-17: No Rating
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.

The mission of the Department of Alternative Programs is to utilize school, home and community collaboration to empower students to achieve their maximum potential in academic development, personal growth, and career development while reflecting on their past, present and future, enabling them to exceed all expectations.

Provide the school's vision statement.

The vision of the Department of Alternative Programs is to effectively impact student achievement by providing an academically sound education, positive behavior supports, consequences and structure, and life-long learning opportunities for students to be productive members in society.

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

The mission of Eugene Gregory Memorial Youth Academy is to utilize school home and community collaboration to empower students to achieve their maximum potential in academic development, personal growth, and career development all while reflecting on their past, present, and future thereby enabling them to exceed all expectations. Because all students are placed at Eugene Gregory as a result of violations of the SCPS Student Conduct and Discipline Code, there is an emphasis on the development of critical life skills and improved decision making. Additionally, this at-risk population routinely consists of students with academic deficits and/or previous traumatic experiences. Therefore, Eugene Gregory implements social and emotional programming, group counseling, mentoring and academic tutoring the meet the individual needs of our students. A district mental health counselor and a school social worker are also able to assess the needs of our students and coordinate need services for each student and if needed, for their families as well.

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, Alternative Programs	Personnel Hiring/Management, SCPS Alternative Programs, SCPS Discipline Procedures, Informal Discipline Hearings, Administrative Assignments/Recommendations for Expulsion, SCPS Transition Contact for Department of Juvenile Justice youth, HOPE Scholarship Management, Safe and Drug Free Schools Initiatives, Anti Bullying Policy and Initiatives, and Discipline Data
Pitters, Siobhan		Teacher Observations/Evaluations, Lesson Plan Management/ Review, Master Schedules, LEA for MTSS, Student Study Team and IEP/504 meetings, Professional Development Implementation, Student Discipline, Management/Monitoring of Student Achievement Data, and District Attendance Initiatives.
Joyner-Cunningham, Leslie	School Administration Manager	Student/Enrollment/Academic Placement, Student Attendance Monitoring, Transportation Liaison, Parent Liaison, Student Incentives, Student Field Trips, Treatment Team Coordination, Transition Coordinator, After School Tutoring, Summer Tutorial, Parent Open Houses, Title I Compliance, Instructional Materials Management/ Inventory, and Assessment (Testing) Coordinator

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date
Wednesday 8/10/2016, De IR Dre Garnes

Number of teachers with professional teaching certificates?
5

Number of teachers with temporary teaching certificates?
1

Total number of teacher positions allocated to the school.
6

Total number of students enrolled at the school.
12

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.
0

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	2	0	4	3	2	12
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	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	1	0	0	0	0	1
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	0	0	1	0	0	0	0	1

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 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	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

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					63%	56%		63%	56%
ELA Learning Gains					56%	51%		55%	53%
ELA Lowest 25th Percentile					43%	42%		44%	44%
Math Achievement					55%	51%		56%	51%
Math Learning Gains					49%	48%		46%	48%
Math Lowest 25th Percentile					42%	45%		38%	45%
Science Achievement					73%	68%		75%	67%
Social Studies Achievement					78%	73%		80%	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
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	58%	-58%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	61%	-61%	56%	-56%
Cohort Comparison		0%				
09	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	0%	61%	-61%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	61%	-61%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019	0%	61%	-61%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	32%	-32%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	57%	-57%	48%	-48%
Cohort Comparison						

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	0%	74%	-74%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	75%	-75%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	61%	-61%	61%	-61%
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
BLK										9	
FRL										6	
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											
WHT											
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	4
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	4
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%	
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%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	9
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
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%	
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%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	

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%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	6
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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?

Areas of focus from prior school year remain student attendance and impacts of students enrolled at EGMYA for discipline/legal consequences failing to enter zone school at the conclusion of their temporary placement.

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

Increasing average daily attendance and reenrollment of students following placement were monitored. Desired goals were not met. Monitoring included working with student services to support attendance and transition to zone schools.

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?

Data indicates that the graduation rate for the 9th grade cohorts for Eugene Gregory Memorial Youth Academy (EGMYA) have continued to fall well beneath the minimal federal high school graduation rate. Factors contributing to this include students being reported in the incorrect cohort and poor student attendance (truancy). In addition, students who temporarily enrolled in EGMYA for discipline/ legal consequences, then subsequently failed to enter a zoned school at the conclusion of the temporary assignment. Conclusion is based upon attendance monitoring and cohort analysis.

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

Truancy, reenrollment following end of placement and cohort monitoring practices emerge as a continued trends that impact graduation rate.

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

EGMYA will continue its efforts to improve student attendance and supportive transition services aimed at ensuring that all students re-enter their zoned school at the conclusion for their assignment period.

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 staff will work with student services department to support student attendance and transition to zone schools. Data staff will work with graduation support team to utilize cohort monitoring dashboards..

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.	The purpose of the program at EGMYA is to support Seminole County Public School Students who have committed significant or egregious discipline infractions and/or have legal involvement. Students who begin high school as first-time 9th graders at EGMYA are then transitioned to a zoned school at the conclusion of their assignment. Many of these students, due to further legal issues and continued truancy, do not enter their zoned school upon completion of their assignment to EGMYA. For the last four school years, EGMYA has focused on improving the average daily student attendance to fifty percent (50%). Although there have been incremental improvements in student attendance since the 2017-2018 school year, regular attendance continues to fall below the target attendance goal: 2017-2018, Average Daily attendance-10.28% 2018-2019, Average Daily Attendance-12.69% 2019-2020, Average Daily Attendance-15.15% 2020-2021, Average Daily Attendance-11.35% EGMYA will continue its efforts to improve student attendance and supportive transition services aimed at ensuring that all students re-enter their zoned school at the conclusion for their assignment period.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	EGMYA also established a goal to ensure that 100% of all first-time 9th grade students would enroll in either their zoned high school or their next required alternative placement upon exit from the program during the 2020-21 school year. This goal was not met, as only 54% of assigned students enrolled in either a zoned school or another alternative, in-district school (35% of whom were 9th
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	EGMYA staff will monitor daily attendance and utilize student services support to improve attendance and enrollment of transitioning students to their zoned schools.
Person responsible for monitoring outcome:	Deirdre Garnes (deirdre_garnes@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	Seminole County Public Schools utilizes an early warning system (EdInsight) to identify at-risk students who display academic, behavioral and attendance concerns/deficiencies. EGMYA students with poor attendance have correlating low standardized test scores and low academic achievement. By using the data from the early warning system, EGMYA will be better able to identify and support students with a history of chronic absenteeism

for selecting this
strategy.

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.

Attendance Improvement:
Step 1 – Each first period teacher will contact the parent/guardian of every student who is absent each day to communicate the absence and assess additional needs for student support.
Step 2- EGMYA will communicate, in writing, the daily attendance to Juvenile Probation Officers, Seminole County Sheriff's Office Intervention Officers and others as deemed appropriate in an effort to coordinate appropriate interventions.

Person Responsible   Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

B. Transition Support
Step 1 – Every EGMYA student who is administratively assigned will receive wrap around, follow-up services from the district mental health counselor (DHMC) during the transition process and for one full semester upon re-entry to their zoned school.

Person Responsible   Siobhan Pitters (siobhan_pitters@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.

EGMYA routinely involves various stakeholders in student supports such as:
• monthly student treatment team meetings
• Title I Parent Nights
• Positive Behavior Support (PBS) programming
• university and college visits
• experiential field trips throughout the community
• GED test preparation, test administration, and graduations
• Guest speakers

EGMYA facilitates monthly treatment team meetings for each student. The purpose of the meetings is to review the students' attendance, behavioral goals, and academic progress in preparation for their successful transition from the program and/or to troubleshoot any issues which may prevent successful transition. These meetings include the student, the parent/guardian, school administrators, the mental health counselor, teachers, juvenile detention officers, probation officers, and many others who collaborate to support the students. At the end of each semester, all students who have participated in the GED preparation program and subsequently earned their high school equivalency diploma, are celebrated. The staff of SCPS and the SCSO jointly deliver a commencement ceremony. Families, SCPS district leadership, school board members, SCSO leadership and other guests are invited to attend. All non-GED students also participate in the ceremony to promote the vision of academic success on the campus.

In partnership with the SCSO, the school administration and staff facilitate one Title I parent night each semester. Parents/guardians tour the facility, meet their student's teachers, and receive information/resources aimed at supporting their student's social/emotional health and academic achievement. In addition, the students at EGMYA are required to utilize a daily point sheet for all classes to self-monitor their behavior and academic effort. Students who earn the required daily and weekly points, are eligible to participate in a variety of PBS incentives. Some of these incentives are facilitated through donations from our community stakeholders. Guest speakers are frequently invited to address the student body and topics include, but are not limited to physical/mental health, career awareness/exploration, and postsecondary vocations, and job readiness. In addition, annually all students visit local colleges and universities to learn more about academic offerings and training opportunities. Lastly, several experiential field trips are scheduled every semester and include experiences which focus on community service, multicultural awareness, environmental studies and more. These experiences are critical in promoting both a connectedness to the students' community and a positive academic experience like those of their peers who are enrolled in traditional middle and high schools.

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

EGMYA has numerous stakeholder groups. These include teachers/administrators, students, parent/guardians, the Seminole County Sheriff's Office, the Department of Juvenile Justice, the Seminole County PTSA and the School Advisory Council. EGMYA parents and students complete surveys regarding school climate and that feedback is used by the school team to initiate supports aimed at maintaining a safe and orderly learning environment. The SCPS team routinely collaborates with the SCSO to discuss and troubleshoot issues which hinder smooth program functioning and the pair works jointly to establish behavioral expectations for the program. The Department of Juvenile Justice attends our regular treatment team meetings and provides input on student concerns as they relate to the classroom environment, adult-student relationships, and parent/student perceptions. Students also, participate in the development of Positive Behavioral Interventions and Supports (PBIS). Student input is used to develop and implement school-wide and individual incentives. Although, EGMYA does not have its own PTSA, the district council routinely provides teacher gifts for education week, welcome back days, etc. Various other stakeholder

groups also provide food, clothing, school supplies, monetary donations, etc. to assist with meeting the basic needs of our students and supporting our PBIS initiatives.