

Marion County Public Schools

Mcso Adults



2022-23 Ungraded Schoolwide Improvement Plan

| Table of Contents | |
|---|----|
| School Demographics | 3 |
| Purpose and Outline of the Ungraded SIP | 4 |
| School Information | 5 |
| Needs Assessment | 7 |
| Planning for Improvement | 9 |
| R.A.I.S.E | 0 |
| Positive Culture & Environment | 12 |

Mcso Adults

700 NW 30TH AVE, Ocala, FL 34475

[no web address on file]

Demographics

Principal: Dwan Thomas

Start Date for this Principal: 8/26/2020

| | |
|--|-----------------------|
| 2021-22 Status (per MSID File) | Active |
| School Function (per accountability file) | |
| School Type and Grades Served (per MSID File) | High School 9-12 |
| Primary Service Type (per MSID File) | Alternative Education |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 59% |
| 2021-22 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 Marion 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.

Our mission is to provide an alternative educational experience by helping at risk students achieve academic and social success while working towards their educational goals.

Provide the school's vision statement.

Our vision is to forge strong, positive connections with students so they can achieve independence, build confidence, become productive citizens, and gain academic knowledge.

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

MCSO serves youth awaiting adjudication up to 18 years old and ESE students up to their 22nd birthday. Instruction is individualized to meet each student's needs. We develop quality individualized educational plans that inspire and engage students held in confinement and get them excited about their education. Our school partners with Breakfree Education and uses resources designed to offer opportunities for students to engage in meaningful and relevant project-based learning.

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 |
|----------------------|---------------------|---|
| Thomas, Dwan | Program Coordinator | To oversee implementation of the school's SIP as an administrator and to support the Leadership Team with their duties. |
| Luckey, Steven | Lead Educator | Implement the SIP on a daily basis while collecting and aggregating school data. |
| Jamerson, Shawntavia | | To provide transition services to the school's students. |

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Wednesday 8/26/2020, Dwan Thomas

Total number of students enrolled at the school.

23

Total number of teacher positions allocated to the school.

2

Number of teachers with professional teaching certificates?

2

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

1

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

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

0

Demographic Data

Early Warning Systems

2022-23

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 | 1 | 7 | 7 | 3 | 21 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| 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 | 2 | 2 | 7 | 5 | 6 | 22 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 7 | 7 | 5 | 23 | |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | |
| 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 | 2 | 2 | 7 | 5 | 5 | 21 |

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 | 1 | 0 | 0 | 1 |

Date this data was collected or last updated

Tuesday 7/12/2022

2021-22 - 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 | 7 | 5 | 8 | 7 | 13 | 40 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 0 | 4 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 6 | 2 | 2 | 16 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 6 | 2 | 5 | 21 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 1 | 2 | 8 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 3 | 7 |
| Number of students with a substantial reading deficiency | 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 | 3 | 3 | 6 | 2 | 4 | 18 |

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 | 2022 | | | 2021 | | | 2019 | | |
|------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | 46% | 51% | | | | | 46% | 56% |

| School Grade Component | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Learning Gains | | | | | | | | 48% | 51% |
| ELA Lowest 25th Percentile | | | | | | | | 39% | 42% |
| Math Achievement | | 38% | 38% | | | | | 40% | 51% |
| Math Learning Gains | | | | | | | | 43% | 48% |
| Math Lowest 25th Percentile | | | | | | | | 37% | 45% |
| Science Achievement | | 31% | 40% | | | | | 61% | 68% |
| Social Studies Achievement | | 41% | 48% | | | | | 71% | 73% |

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 |

| MATH | | | | | | |
|-------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

| ALGEBRA EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| 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 |

ESSA Data Review

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

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

Part III: Planning for Improvement

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 related to the Areas of Focus?

MCSO's instructional focus was on student gains in reading proficiency and low performing students were monitored through regular formative assessment and periodic summative assessment.

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

Students showed improvement in ELA because instruction was differentiated to address individual student academic needs.

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?

Improving student assessment scores has been identified as a need. MCSO students' low achievement scores for the Algebra Retake FSA assessments are most problematic based upon low achievement scores.

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

Credit deficiency in core content classes amongst MCSO students is a negative trend across all grade levels and subgroups.

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

Diagnosing of essential missed learning, ongoing and regular progress monitoring, scaffolded and intentional instruction, and standards-based teaching and learning are targeted strategies for accelerated learning at MCSO.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

Professional development for MCSO staff will be provided by the Florida Diagnostic & Learning Resources System (FDLRS). The training will focus on differentiated instruction and lesson planning for student engagement.

Areas of Focus:

#1. DJJ Components 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.

Improving Math instructional practices was identified as a critical need based off of low achievement scores earned by MCSO students taking their Algebra Retake FSA.

Measurable Outcome:

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

25% of MCSO students taking their Algebra Retake FSA will score a 3 or better.

Monitoring:

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

MCSO students will be monitored through regular formative assessment and periodic summative assessment.

Person responsible for monitoring outcome:

Steven Luckey (steven.luckey@marion.k12.fl.us)

Evidence-based Strategy:

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

Instructional scaffolding will be implemented for this Area of Focus. It is the support given to a student by an instructor throughout the learning process. This support is specifically tailored to each student; this instructional approach allows students to experience student-centered learning, which tends to facilitate more efficient learning than teacher centered learning.

Rationale for Evidence-based Strategy:

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

The main benefit of scaffolded instruction is that it provides for a supportive learning environment. Students share the responsibility of teaching and learning through scaffolds that require them to move beyond their current skill and knowledge levels. One of the main goals of scaffolding is to reduce the negative emotions and self-perceptions that students may experience when they get frustrated, intimidated, or discouraged when attempting a difficult task without the assistance, direction, or understanding they need to complete it.

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.

Conduct a comprehensive review and needs assessment of the current curriculum.

Person Responsible

Steven Luckey (steven.luckey@marion.k12.fl.us)

Establish a consistent framework for curriculum components.

Person Responsible

Steven Luckey (steven.luckey@marion.k12.fl.us)

Provide on-going professional development in curriculum development for all teachers.

Person Responsible

Dwan Thomas (dwan.thomas@marion.k12.fl.us)

Implement a Positive Behavior Intervention System to improve the culture for learning in the classroom and for the school as a whole.

Person Responsible

Steven Luckey (steven.luckey@marion.k12.fl.us)

Continuously monitor the success of the intervention process.

Person Responsible

Steven Luckey (steven.luckey@marion.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.

Low performing ESSA subgroups have not been identified for MCSO, but this area of focus relates to our school's subgroups.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Student attendance is taken daily by our teacher at MCSO. Due to the nature of our students being housed in the Marion County Jail, there are many obstacles when it comes to consistent daily attendance.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The target area, related data, and resulting action steps will be communicated to stakeholders through SAC meetings, emails, and phone calls.

Describe how implementation will be progress monitored.

Attendance data will be analyzed monthly to determine if the action steps taken have been successful.

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.

| Action Step | Person Responsible for Monitoring |
|---|---|
| Analyze attendance data to target students with low attendance rates. | Luckey, Steven, steven.luckey@marion.k12.fl.us |
| Implement PBIS strategies to help improve behaviors that may lead to student confinement causing absenteeism. | Luckey, Steven, steven.luckey@marion.k12.fl.us |
| Encourage students that have a penchant for class refusal to attend by providing engaging instruction. | Luckey, Steven, steven.luckey@marion.k12.fl.us |
| Make adjustments or improvements to strategies if they are proven to be unsuccessful. | Luckey, Steven, steven.luckey@marion.k12.fl.us |