

School District of Osceola County, FL

Heritage Park Academy



2022-23 Ungraded Schoolwide Improvement Plan

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Heritage Park Academy

2330 NEW BEGINNINGS RD, Kissimmee, FL 34744

www.osceolaschools.net

Demographics

Principal: Karen Combs

Start Date for this Principal: 1/4/2019

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 7-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
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 Osceola County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the Heritage Park Academy is to provide a safe, nurturing, rigorous, engaging educational environment where students can set and meet educational goals, allowing students to transition back to their home school, post secondary school, or community successfully.

Provide the school's vision statement.

All students deserve and will receive the opportunity to succeed, regardless of life circumstances, and can expect a high quality, relevant, and rigorous educational experience that prepares them for success in college, career, and life.

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

Heritage Park Academy is the school located at the Kissimmee Youth Academy, a high risk secure juvenile detention center for level 8 and 10 juvenile offenders adjudicated in the state of Florida. We serve all male students with a maximum population of 90 students with ages ranging from 11-21. Our school district has provided 12 month staffing, an interventionist, a guidance counselor and an addition of an assistant principal in order to meet our student needs.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Combs, Karen	Principal	Instructional leadership, data disaggregation, communication with stakeholders
Overstreet, Michelle	Assistant Principal	Instructional leadership, data disaggregation, communication with stakeholders.
Gettel Capone, Denise	School Counselor	Career planning, student scheduling, credit checks.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

none

Demographic Information

Principal start date

Friday 1/4/2019, Karen Combs

Total number of students enrolled at the school.

74

Total number of teacher positions allocated to the school.

9

Number of teachers with professional teaching certificates?

9

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

2

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

1

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

1

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	2	5	16	17	16	15	71
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	7	6	6	8	3	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	1	6	6	3	6	3	25
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	1	1	1	0	1	5
	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
	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	1	6	6	4	6	3	26
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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
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Date this data was collected or last updated

Monday 10/10/2022

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	1	9	5	22	14	2	53
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Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in ELA	0	0	0	0	0	0	0	1	4	2	9	9	2	27
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Course failure in Math	0	0	0	0	0	0	0	1	5	4	7	3	1	21
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Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	0	0	0	0	0	0	0	1	4	2	7	3	1	18
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	0	0	0	0	0	0	0	1	4	2	7	3	1	18
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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
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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
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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		45%	51%					57%	56%
ELA Learning Gains								48%	51%
ELA Lowest 25th Percentile								43%	42%
Math Achievement		37%	38%					46%	51%
Math Learning Gains								41%	48%
Math Lowest 25th Percentile								46%	45%
Science Achievement		32%	40%					69%	68%
Social Studies Achievement		39%	48%					70%	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
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison						
08	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				

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?

Staff monitors student achievement at the group and individual level. Progress is monitored through WINN test, GED Ready, GED passage rates, and all state tests along with obtaining graduation requirements in order to receive a diploma.

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

Graduation rates (DJJ component). A very organized and strategic system of tutoring assisted our students in learning and reviewing GED content and encouraging credit accrual for graduation.

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?

CTE Certifications and Post Secondary Enrollment- this is based in data that was collected by the FLDOE as part of our accountability system.

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

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

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

CTE certifications will need to be scheduled, emphasized, given, and continual tutoring to help students master these difficult exams. In addition, monitoring will need to be done with students post release to ensure post secondary enrollment, employment, and school attendance.

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.

DJJ accountability component training to ensure thorough understanding by students, Continued PD focused on working with at risk kids and deescalation strategies as well as hands on engaging learning is needed.

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:

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

Many students come to the program with gaps in credit accrual based on justice involved circumstances. There is a need for our students to gain progress towards graduation with minimal disruption to the educational process during their stay at the residential facility. In addition, there are many requirements for the DJJ Education Accountability Components that include CTE Certification, school attendance upon return, graduation, credit retrieval and accrual, post secondary enrollment and gained employment along with learning gains from the WINN assessment.

Measurable Outcome:

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

Heritage Park will gain 5% points on each indicator that is evaluated by DJJ, or a measurable improvement in gains in each area. Teachers will work together to ensure that each student is individually discussed each week with progress in the above areas.

Monitoring:

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

Notes from PLC's will be turned in and monitored by administration and guidance. Students will be tracked after leaving by the transitional program assistant.

Person responsible for monitoring outcome:

Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy:

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

Teachers will collaborate weekly discussing student progress towards credit retrieval, credit gain, and class percentage of completion. As well, components of the DJJ accountability system and progress towards those components will be discussed, by student, each week.

Rationale for Evidence-based Strategy:

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

According to an article by Gebhart, Mora-Ryan's in the Frontiers In Education Journal published in 2019, the study conducted found a significant positive direct correlation with student achievement and teachers who participated in collaborative meetings on student progress compared to teachers who did not participate.

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.

1. PLC collective commitments (norms) will be established and agreed to by all team participants.
2. PLC's will meet per the school schedule to analyze data and discuss the progress of each student in achieving credits, progress towards the credits, and progress towards the DJJ accountability requirements. Data will be posted in the education office and will be available through share folders.
3. Notes will be taken during meetings and reviewed by administration and guidance and feedback are shared with staff.
4. Teachers and guidance will follow up with students ensuring adequate progress for each student and allowing for a successful return to their home zoned school upon completion of the residential program.

Person Responsible

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

1. PLC collective commitments (norms) will be established and agreed to by all team participants.
2. PLC's will meet per the school schedule to analyze data and discuss the progress of each student in achieving credits, progress towards the credits, and progress towards the DJJ accountability requirements. Data will be posted in the education office and will be available through share folders.
3. Notes will be taken during meetings and reviewed by administration and guidance and feedback are shared with staff.

4. Teachers and guidance will follow up with students ensuring adequate progress for each student and allowing for a successful return to their home zoned school upon completion of the residential program.

Person Responsible

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

Ensure high levels of learning for all students in literacy. Rationale: Many students, due to excessive absences, have significant gaps in literacy. A focus on literacy is needed for students to meet and exceed their personal educational goals.

Measurable Outcome:

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

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

Monitoring:

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

Students will be monitored by standards based assessments, state and local testing, and progress monitoring.

Person responsible for monitoring outcome:

Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy:

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

AVID’s Critical Reading Process- pre reading, interacting with text, and extending text, will allow students to increase their reading skills.

Rationale for Evidence-based Strategy:

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

The Center on Reading Instruction gives five recommendations for literacy instruction- provide explicit instruction, a supportive practice, and increase the amount and quality of open sustained discussion of text, set, and maintain high standards for text, conversions, questions, and vocabulary, develop instructional methods that increase student engagement with text, and motivation for reading, and teach essential knowledge so that all students master crucial concepts (Center on Reading Instruction)

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional Development: Teachers will review content based AVID reading Instructional Strategies: September 2022

Person Responsible

Karen Combs (karen.combs@osceolaschools.net)

1-2 AVID strategies selected by the language arts teacher- October 2022

Person Responsible

Karen Combs (karen.combs@osceolaschools.net)

Strategies will be utilities 2x per week with students for the remainder of the school year.

Person Responsible

Karen Combs (karen.combs@osceolaschools.net)

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

Person Responsible

Karen Combs (karen.combs@osceolaschools.net)

ESE/ELL Low achievers will have an additional 2x per week of instruction for support of strategies.

Person Responsible

Karen Combs (karen.combs@osceolaschools.net)

Monitoring ESSA Impact:

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

please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

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

All students need the opportunity to master basic STEM concepts including computational thinking and to become digitally literate, allowing students to compete in a rapidly changing technological society (Charting a Course for Success: America’s Strategy for STEM Education).

Measurable Outcome:

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

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

Monitoring:

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

Student assessment data as well as credit accrual will be monitored

Person responsible for monitoring outcome:

Karen Combs (karen.combs@osceolaschools.net)

Evidence-based Strategy:

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

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

Rationale for Evidence-based Strategy:

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

The Mercian Institute of Research found promising results for schools embracing deeper learning including high levels of motivation and self efficacy, on-time graduation, and enrollment rates (American Institute of Research August 2016).

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will review avid strategies September 2022.

Person Responsible

Michelle Overstreet
(michelle.overstreet@osceolaschools.net)

1 to 2 avid strategies will be selected for students by stem teachers October 2022.

Person Responsible

Michelle Overstreet
(michelle.overstreet@osceolaschools.net)

Selected strategies will be utilized at least two times per week with the students for the remainder of the school year.

Person Responsible

Michelle Overstreet
(michelle.overstreet@osceolaschools.net)

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

Person Responsible

Michelle Overstreet
(michelle.overstreet@osceolaschools.net)

ESE/ELL low achievers will have an additional two times per week for support of strategies.

Person Responsible

Michelle Overstreet
(michelle.overstreet@osceolaschools.net)

Monitoring ESSA Impact:

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

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

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

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

Measurable Outcome:

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

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

Monitoring:

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

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

Person responsible for monitoring outcome:

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Evidence-based Strategy:

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

By utilizing avid strategies such as Cornell notes, mathematical discourse and hands-on learning such as foldables, students will improve their mathematics performance.

Rationale for Evidence-based Strategy:

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

Accomplished teachers deliberately structure opportunities for students to learn and develop appropriate mathematical discourse as the reason and solve problems. These teachers give students opportunities to talk with one another, work together in solving problems, and use both written and oral discourse to describe and discuss their mathematical thinking and understanding, deepening their mathematical understanding and powerful ways. (National Board of Professional Teaching, standard six, "Thinking Mathematically").

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.

Teachers will review avid strategies pertaining to mathematic discourse September 2022

Person Responsible

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

1-2 Strategies selected for students and used for remainder of the year two times per week.

Person Responsible

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

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

Person Responsible

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

ESE/ELL low achievers will have an additional two times per week for support of strategies.

Person Responsible

Michelle Overstreet (michelle.overstreet@osceolaschools.net)

Monitoring ESSA Impact:

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

#5. DJJ Components specifically relating to Industry Certifications

Area of Focus Description and Rationale: As of today, 2/88 students, 2%, have taken and passed a CTE assessment. This is a required component for students.
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: 100% of all eligible students will be tested for CTE certifications. Our school will have a 25% gain of students taking and passing this assessment.
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: A shared spreadsheet for student testing, and all testing schedules will be monitored and this will be part of weekly discussion with admin and staff.
 Describe how this Area of Focus will be monitored for the desired outcome.

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

Evidence-based Strategy: Comprehensive study guides will be prepared and reviewed by instructors for additional assistance for students who need help passing CTE certifications. In addition tutoring will be offered for students who are eligible.
 Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: In 2009, the Journal of Correction Education found that CTE in prison lowered post release recidivism rates and parole revocation while producing better post release employment patterns and better disciplinary records while incarcerated.
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used 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.

Identification of students each semester who are eligible for CTE testing will be reviewed by guidance counselor, school staff, and administration.

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

Identified students will receive review and tutoring in the window prior to testing.

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

Staff will investigate and seek sources for funding CTE assessments since Perkins dollars are no longer distributed to DJJ.

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

CAPE Certifications will be reviewed by staff to see their viability in becoming part of the curriculum at Heritage Park.

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

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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n/a

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.

Other

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

Using daily point sheets, treatment team notes, and student progress, teachers will analyze behavior trends and tailor student and group awards in order to encourage positive behavior and extinguish negative behavior. In addition a yearly survey for school climate for residential programs is reviewed annually by staff to determine changes that need to be made to help students have a positive learning environment.

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

Students are provided daily information on behavior, and in addition, stakeholders are given this information every three weeks during treatment team and goals are set for each three week chunk during that time. Staff will use this information in order to tailor student behavior incentives so that positive behavior is encouraged and negative behavior is extinguished. In addition a yearly survey for school climate for residential programs is reviewed annually by staff to determine changes that need to be made to help students have a positive learning environment.

Describe how implementation will be progress monitored.

Daily points sheets and weekly and monthly incentives are monitored by administration for positive or negative trends.

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
<p>Daily point sheets and weekly and monthly incentives are monitored by administration for positive or negative trends.</p>	<p>Combs, Karen, karen.combs@osceolaschools.net</p>
<p>Student climate surveys from 2022 will be compared to 2023 to see if awards and positive behavior incentives have encourage students to feel differently about school.</p>	<p>Combs, Karen, karen.combs@osceolaschools.net</p>
<p>Post secondary action step Students will identify a post secondary goal they hope to achieve after leaving high school, will complete a post secondary interest assessment, and will work with the college and career counselor to create action steps related to that goal, and apply to post secondary education if appropriate. If the student is returning to a K-12 setting, all work done in regarding post secondary goals will be sent to their home zone school.</p>	<p>Combs, Karen, karen.combs@osceolaschools.net</p>