

Citrus County Schools

# Camp E Nini Hassee



## 2022-23 Ungraded Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the Ungraded SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>13</b>
<b>R.A.I.S.E</b>	<b>0</b>
<b>Positive Culture &amp; Environment</b>	<b>23</b>

## Camp E Nini Hassee

7027 E STAGECOACH TR, Floral City, FL 34436

www.eckerdhelpsgirls.org

### Demographics

**Principal: Gale W I R E E**

Start Date for this Principal: 8/12/2022

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	0%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

This plan was approved by the Citrus County School Board on 10/11/2022.

### 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.**

Through a safe, nurturing environment, equip girls to navigate life's future successes and challenges.

#### **Provide the school's vision statement.**

Our vision is for young people to have an opportunity to explore and develop spiritually, cognitively, emotionally, and physically while engaging in activities that require skills of self-control and self-reflection with empathetic understanding. This vision is essential to the business of E Nini Hassee. Accessing student learning styles to build motivation to learn, establish trusting relationships within an educational arena, and re-instilling secondary and post-secondary placement as a worthy and viable option for the girls in our care is essential to our practice.

Core values reflective of the training at E Nini Hassee include:

Self Image - Discovering personal worth and purpose in life  
 Leadership - Developing and demonstrating leadership skills  
 Full Responsibility - Taking ownership for one's life  
 Caring - Demonstrating unselfishness and awakening to the needs and rights of others  
 Gratitude - Implementing the power of gratitude  
 Integrity - Standing for "Right"  
 Perseverance/Grit - Learning to do hard things  
 Knowledge Seeker- Pursuing truth, wisdom, new ideas  
 Extend Grace - Doing unto others as you would have others do to you

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

Eckerd Connects E Nini Hassee residential program provides an on-campus, accredited school which is part of a comprehensive education program. The program provides a positive, nurturing, and challenging educational environment for girls who have difficulty functioning in a traditional school setting. For many of the girls, underlying emotional and behavioral issues negatively affect their academic performance. Certified educators partner with counselors, group treatment coordinators, leadership, the students, and the parents to develop a system of progress monitoring throughout the school year.

E Nini Hassee's educational program is designed to provide each student with a holistic approach to learning. The model supports a low student-to-teacher ratio, which means increased individualized attention and the ability to tailor the most effective approach to educating students. The students not only receive the appropriate educational components, but also a focus on essential life skills to be productive members of their community. Student classes are designed to provide a multifaceted approach to learning. Appropriate classroom behaviors and academic skills for traditional classrooms are also practiced and reinforced by the Behavior Management Plan to ensure success when a student returns to her community school.

E Nini Hassee operates in a rural setting on 840 acres so the classroom is wide. Within eight-week long high-interest modules, students are given the opportunity to apply their learning and increase their interest in the curriculum. Opportunities for learning are not confined by schedules, environment, or setting. "Teachable moments" are integrated throughout the entire day.

**Supports:**

Eckerd Education Team: (Eckerd Connects Education Director, Education Liasons (2), Education Coordinators, Student Information Coordinator): This Professional Learning Community meets monthly via TEAMS and Annually in person to evaluate data (perpetual performance improvement) and progress on SIPS and to establish new directions. Subcommittees meet with facility staff to create SIPS at variously scheduled times.

Citrus County School Board (ESE, Title 1, Curriculum & Design): TOSAs work with E Nini Hassee staff to achieve various goals related to the success of the SIP. CCSB staff serve as liasons between DOE requirements and school based implementation.

Citrus County Schools Professional Development. Both inperson and online trainings offered through CCSB - provide training essential to teacher re-certification 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
Wire, Gale	Principal	<p>Coordinate the development and implementation of the educational policies, program, curriculum activities and budgets in a manner that promotes the educational development of each student and the professional development of each staff member. Provide educational leadership to the program in establishing a continuous educational improvement planning process that focuses on improving student outcomes. Supervise the delivery of the educational program ensuring compliance with applicable policies, procedures, laws, standards and regulations and alignment with program and organizational improvement plans.</p> <p>II. Essential Functions:</p> <p>Vision and Purpose</p> <ul style="list-style-type: none"> <li>• Establish and communicate a shared vision, purpose, and direction for the education program that focuses on improving student outcomes and program effectiveness.</li> <li>• Conceptualize the broad goals of the education program and plan, monitor, review and revise them accordingly.</li> </ul> <p>Educational Leadership</p> <ul style="list-style-type: none"> <li>• Coordinate development of facility-based policies and procedures used to carry out the daily routine of the educational program.</li> <li>• Define responsibilities and accountability of staff members to ensure compliance with established policies and procedures, and applicable local, state and federal laws, standards and regulations.</li> <li>• Provide leadership and oversight to the program for state specific school approval and SACSCASI accreditation processes, as appropriate to facility.</li> </ul> <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> <li>• Coordinate the thematic integration of subject matter and supervise the implementation of the established curriculum based on clearly defined state standards.</li> <li>• Monitor the instructional program to ensure a positive learning climate is established, students are actively engaged in meaningful and relevant activities, and instructional strategies and activities are research-based, reflective of best practice and differentiated to meet individual student needs.</li> <li>• Coordinate the use of effective classroom management and organizational strategies to maximize time students are actively engaged in learning activities.</li> <li>• Supervise the development, implementation, and revision of personal education plans for all program students, to include IEP's, as required by the Individuals with Disabilities Education Act (IDEA).</li> <li>• Supervise the implementation of the Exceptional Student Education (ESE) program to ensure compliance with state and federal IDEA regulations.</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• Coordinate the administration of standardized and diagnostic testing, as required.</li> <li>• Develop and implement a system to monitor, document, and analyze student performance and outcome data, and use results to improve outcomes.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Establish effective interdepartmental collaboration to ensure integration of education throughout all elements of the Therapeutic Program.</li> <li>• Establish and maintain positive and collaborative working relationships with students, parents, staff and community stakeholders to support student learning, to enhance the educational program, and to facilitate quality transitional services.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
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Quality Improvement

- Provide leadership to the program’s process for establishing, implementing, and monitoring a continuous process of improvement that focuses on student performance.

Resources and Support Systems

- Assist in development, implementation, review and evaluation of Federal Programs (Title I, Title II, IDEA) and Grant Projects, as appropriate to facility.
- Assist in the preparation and administration of educational budgets; ensure necessary instructional materials, supplies and equipment are up-to-date, functional, appropriate for the purpose intended, and in sufficient numbers to support the educational program and implement its plans for improvement.
- Establish and supervise the maintenance of a secure, accurate, complete, and compliant student record keeping system that monitors student progress.
- Coordinate and supervise the maintenance of safe, clean, orderly, and engaging learning environments.
- Providing support, mentoring, counseling, feedback, coaching and instruction to education staff in fulfilling their job responsibilities, to include the completion of annual performance appraisals.
- Provide activities that will facilitate the professional growth of the staff and enhance the quality of the instructional program.
- Participate in a continuous program of professional development that supports achievement of the programs improvement goals.
- Complete all training, in-service and staff development requirements as set forth by EYA and its’ contracting, licensing, accrediting and state teacher certification agencies.

III. Other Duties Include, But Not Limited To:

- Report any acts, incidents or conditions that reflect the possibility of inappropriate youth-to-youth or staff-to-youth relationships.
- Report any use of physical force and all unusual incidents per EYA policy and state guidelines.
- Perform other duties as assigned.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

N/A

**Demographic Information**

**Principal start date**

Friday 8/12/2022, Gale W IR E E

**Total number of students enrolled at the school.**

22

**Total number of teacher positions allocated to the school.**

3



**Number of teachers with professional teaching certificates?**

2

**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.**

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	1	0	3	3	2	7	5	21
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	1	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	1	1	2	0	5
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	1	2	1	2	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	1	1	1	1	0	4

**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	1	1	2	0	5

**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**

Thursday 8/18/2022

**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	3	5	6	6	1	22
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	1	3	3	3	3	0	10
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	1	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	2	1	2	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	1	1	2	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	1	0	2	0	0	3

**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	1	1	2	0	0	5

**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	1	0	0	0	0	0	1
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		45%	51%					57%	56%
ELA Learning Gains								53%	51%
ELA Lowest 25th Percentile								41%	42%
Math Achievement		26%	38%					56%	51%
Math Learning Gains								39%	48%
Math Lowest 25th Percentile								40%	45%
Science Achievement		35%	40%					80%	68%
Social Studies Achievement		38%	48%					79%	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
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					

**Subgroup Data Review**

<b>2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>
<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>

**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?**

1. Leadership: Interdepartmental Communication has improved significantly. Leadership Team meetings are held bi-weekly to address significant concerns per department. Communication has increased via email, office calendar, and tx team meetings. Tx teams are involved in decision making for each student on their team. The weekly schedule is sent out prior to the effective week so that all staff can weigh in on adjustments to the schedule.
2. Culture and Environment: Few areas of the campus were open for larger crowds and unimpeded access as a result of COVID. A residential setting is a risky environment for exposure to COVID. This culture and environment was the most impacted area.
3. ESSA Subgroup: The students from the Seminole Tribe comprise a third of the ENH population and require assistance with re-integration to their community. ENH continues to build a positive culture for Seminole Tribe at the School.
4. Student Engagement: Second semester of 2022 successfully integrated a strict isolation of groups and carried on instructional practices for all grade levels.

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

1. There were fewer errors in completion of paperwork as all staff were aware of exits and intakes.
2. Zoom Calls and individual family sessions have continued. Both parent and students have shared positive remarks about their implementation at exit surveys and anecdotally.
3. NEED YOQ/SSI/STAR data. Aftercare Wellness -

Successful placement of a 12th grader to St. Leo's College (Pasco Cty)  
Successful placement of a 10th grader to Sagemont Private School (Broward Cty),  
Successful placement of a 7th grader to a new Charter School (St. Lucie Cty)  
Completed one successful Native Day and several evening activities

4. Completion of Science Fair  
Completion of SU School HS Credits and MS Units  
All student Adult/Pediatric CPR/AED/FA certified

All areas showed growth.

**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?**

Dynamic responsiveness to each individual student and family is essential to the ongoing success of a student's plan. Effective communication across departments is integral to effective treatment. Dynamic responsiveness is essential to contingency programming. The most problematic area is the discrepancy between black and white thinkers and the grey area.

Seminole Tribe continues to maintain a third of the ENH population. The culture of the Seminole Tribe continues to demonstrate ineffective or non-existent parenting practices that threaten successful completion of the program and/or launch toward young adulthood.

Until COVID normalizes in the population, ENH residential setting must adhere to precautionary practices to minimize the spread of illness.

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

There has been an increase of parent participation in monthly Zoom Parent trainings since the requirement to drive to the facility has been lifted. There is an increase in upper staff participation in camp wide activities. Enhanced communication practices are necessary and more detailed information needs to be shared when communicating with parents/families.

The student leadership group Mahetvs is mostly comprised of Seminole Tribe students. With the onset of annual Native Day, routine implementation of the Native perspective in World/US History coursework, specific Native focus assignments, the Native students have gained pride in their culture and are widening their perspective of other Native peoples. Native students are now reading more non-fiction accounts of Native History rather than solely historical fiction about Native Americans.

The student miss leveled instruction and the discussions that come with leveled grouping.

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

In this setting, the most significant issue for every student is to regain motivation to actively engage in life more effectively. The acceleration of learning comes with engagement and personal development of self efficacy. The priority of ENH is to build self efficacy through positive peer interaction, experiential learning, positive reinforcement from staff.

To continue to engage cross departmental staff in classroom situations so that all students feel supported.

To continue to educate staff on the use of online learning for those students who need 1-2 credits for make up, recovery, or graduation requirements.

**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.**

NOTES: Training Behavior Management -

1. Settle acting out behavior by developing skills for classroom effectiveness.
2. Partnerships between departments so that all staff are aware of student needs in the classroom and can participate in effective strategies.
3. Those students who are socially savvy and manipulative - to not get trapped and allow focus to only be on academics.
4. Train parents about manipulative techniques for red herring.

#### **Areas of Focus:**

**#1. Leadership specifically relating to Teacher Recruitment and Retention**

**Area of Focus  
Description and  
Rationale:**

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

Staffing shortages throughout the past several years have left ENH with coverage shortages, and this continues to be an issue post-COVID. ENH hires Counselor/Teachers who oversee the care and custody of the students 24 hours daily/ 5 days weekly. Counselor/Teachers serve as surrogate parents and fill in as assistants (Paraprofessionals) to the teachers. When this hiring rate is down, it requires that three peer groups merge to two peer groups - which increases group size from 10 to 13 students per group. This impacts budgetary allowances. Recruiting is essential for the Counselor/Teacher position. Counselor/Teacher shortages result in burnout of staff.

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

Increase starting salary of Counselor/Teachers (Paraprofessionals) to \$31,000 by end of FY 23.  
Bridge 1 paraprofessional staff to temporary teaching certificates by the end of FY23.  
Increase number of trained Counselor/Teacher (Paraprofessionals) by 1 by the end of FY 23.

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

Monthly, ENH administration counts staff applications, interviews, onsite prospective visits, and new hires. On-boarding processes have been evaluated to eliminate barriers to new hires and are reviewed annually. Essential communication is in place for appropriate national advertising. Ongoing efforts to reduce time spent with background checks before hire continues.

**Person responsible for monitoring outcome:**

Gale Wire (wireg@citruschools.org)

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

Onboarding interview questions follow guidelines set forth to meet the Counselor/Teacher job description (we ask the right questions). Otherwise, new hires must complete evaluation of background appropriateness before onboarding.

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Historically, there is a profile of an individual who meets interest, motivation, qualifications for the Counselor/Teacher position - and when those questions are posed at the front end of a phone interview - this helps to screen appropriateness of new hires.

**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.

To ensure all staff who participate in new hire interviews are fully comfortable and trained with the profile questionnaire used to hire Counselor/Teachers.

**Person Responsible**

Gale Wire (wireg@citruschools.org)

**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

If we have the appropriate number of Counselor/Teachers, increase our Paraprofessional pool by 3 and only increase our student population by 4, additional support for all students will be provided.



as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

**#2. ESSA Subgroup specifically relating to American Indian**

**Area of Focus  
Description and  
Rationale:**

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

At any given time, 30% of the student population of ENH is from the Seminole Tribe of Florida (SToF). Typically these students come from families where unhealthy relationships and unhealthy lifestyles are the norm, thus placing many of these students behind their grade level peers. With greater emphasis placed on the SToF students and their backgrounds, this school has seen an increase in motivation, achievement, and leadership from all SToF students as a culture for succeeding at ENH. This goes hand in hand with the SToF's emerging effort to place academic and social skill expectations on the students and families receiving their SToF dividend checks (both monthly and trust fund dollars).

**Measurable Outcome:**

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

93% of all successful graduates will achieve an increase in STAR testing data for math and reading. 95% of all successful graduates will achieve and increase in YOQ (Youth Outcome Questionnaire) for Mental Health Gains and SISS (Social Skills Improvement system) for social skills gains by end of FY23.

Monthly the Executive Leadership Team (ELT) reviews the Scorecard for ENH which includes data gathered from exits for the STAR, YOQ, SISSI. The ENH Administration must answer to the ELT monthly regarding any Scorecard deficiencies.

**Monitoring:**

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

The Master Perpetual Performance Improvement Plan (SCORECARD) is a culmination of retrospective analysis, research, cross-functional team guidance, and preferred practices. The results of this plan will be used to implement and improve policy and practice.

**Goals**

The PPI Plan supports the following organizational goals:

- Quality: Hold ourselves accountable for achieving superior outcomes
- Staff: Engage people from a strength based perspective
- Finance: Be good financial stewards
- External Relations: Build strong and lasting relationships
- Growth and Transformation/Operations: Have the courage to innovate and change

**Person responsible for monitoring outcome:**

Gale Wire (wireg@citruschools.org)

**Evidence-based**

**Strategy:**

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

STAR, YOQ, SISSI and all EBP intake and exit assessments have been used historically at ENH for data showing growth and are measured monthly on the Eckerd Scorecard.

**Rationale for Evidence-based Strategy:**

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

The Scorecard has been the historical data review point for the Eckerd Leadership Team (ELT). Eckerd Connects recognizes the need and value of an internal peer review process which evaluates program adherence to accreditation, licensing, and regulatory standards as well as the organization's philosophy and values. This process, the Performance Enhancement Review, is led by the Quality Division in partnership with relevant spoke staff and may include trained peer reviewers from other departments and programs.

**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.

Continue to strengthen and evolve Native Day Traditions throughout the School Year.

**Person Responsible** Gale Wire (wireg@citruschools.org)

Continue to train and reinforce leadership skill development among the students of the Seminole Tribe.

**Person Responsible** Gale Wire (wireg@citruschools.org)

Participate, in person, at least tri-annually in the south Florida region during home visits (touring schools, enrolling in college, college tours, family meetings, court meetings).

**Person Responsible** Gale Wire (wireg@citruschools.org)

Engage with Seminole Tribe representatives either in person, or via ZOOM, to educate students and staff on recent developments with Ethnography.

**Person Responsible** Gale Wire (wireg@citruschools.org)

**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 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.

Eckerd Connects places a high value on training and development of staff. Recognizing that training is the foundation to ensure every student has the opportunity to succeed, the organization has invested considerable resources to ensure all staff is well-trained throughout the organization. This can be found in the number of training hours required for staff both at hire and annually, as well as the resources dedicated to training throughout the organization. While online training for onboarding is managed through the Eckerd support center, specialty training addressing the needs of the unique population of ENH is conducted routinely at the school setting.

The goal of Eckerd Connects training is to craft and foster a culture of learning, provide direction, management, and oversight for all training and deliver classroom and virtual classroom trainings on a regular basis.

**Measurable Outcome:**

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

To enhance ENH professional learning community, the Leadership Team will produce quarterly "Lunch and Learn" sessions with groups and departments within our community to include students, Student Leadership, Treatment Teams, Program Teams, Clinical Teams, Education Teams, Support Teams, and families. Quarterly sessions will begin the second quarter of FY22 and have 85% participation.

Beginning September 2022, bi-monthly( every 2 months) staff meetings will occur with a focus to enhance Counselor Teacher skills to increase consistency and fidelity of student services delivery. Prior to bi- monthly meetings, Leadership will develop an agenda of skills to discuss, learn, and practice each month.

Annual audits required by agency contracts, accreditation agencies, laws or regulations

**Monitoring:**

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

Eckerd Connects' policy implementation is discussed in the Eckerd Education Team PLC monthly

Annual requirement of hours for a job or role function (inner agency file reviews to meet annual compliance)

Annual staff evaluations for personal or professional development

**Person responsible for monitoring outcome:**

Gale Wire (wireg@citruschools.org)

**Evidence-based Strategy:**

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

Fidelity Monitoring of contractual requirements of all stakeholders.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the

The Master Perpetual Performance Improvement Plan's (Eckerd Connects Policy-A4.03) purpose is to ensure that staff at all levels of the organization have a systems approach to ensuring that the organization performs in a manner that promotes organizational strength across all functional areas: Quality, Finance, Staff, External Relations, and Growth and Transformation. The Master Perpetual Performance Improvement Plan is a culmination of

retrospective analysis, research, cross-functional team guidance, and preferred practices. The results of this plan will be used to implement and improve policy and practice.

**Goals**

resources/criteria used for selecting this strategy.

The PPI Plan supports the following organizational goals:

- Quality: Hold ourselves accountable for achieving superior outcomes
- Staff: Engage people from a strength based perspective
- Finance: Be good financial stewards
- External Relations: Build strong and lasting relationships
- Growth and Transformation/Operations: Have the courage to innovate and change

**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.

E Nini Hassee participates in annual audits for contracts including: DCF licensing, Substance Abuse Licensing, Kids Central Licensing.

**Person Responsible**

Gale Wire (wireg@citruschools.org)

**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.

Staff reflections from the professional learning communities will be reviewed.

**#4. Other specifically relating to Culture and Environment specifically relating to Parent Involvement**

**Area of Focus Description and Rationale:**

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

The essential goal of E Nini Hassee is to grow healthy and positive skill sets, strengthen family connections, and encourage productive citizenship for the students. Exit Surveys continue to report positive results for all three areas. In order to break the cycle of dysfunction that brings a student to this residential school, work must be done holistically and on all fronts. Routine home visits after each module session are encouraged so the student and family can practice newly learned skill sets. ENH is committed to providing high quality learning opportunities to students, parents and families. This would include training sessions, evidence-based curriculum, family meetings, parent meetings, and student meetings.

**Measurable Outcome:**

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

New Initiative: Beginning AUG 2022, add 1 new ZOOM meeting every quarter to include parent/family participation (33%), student leadership participation (100%), staff participation (Education/Clinical Representation of at least 3)]. for one hour, providing stakeholder training, new school information, and parent/family strengthening strategies.

**Monitoring:**

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

Each quarter, meeting notices and minutes will be placed in the Title One Basket and will be reviewed and evaluated by CCSB officials.

**Person responsible for monitoring outcome:**

Gale Wire (wireg@citruschools.org)

**Evidence-based Strategy:**

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

Fidelity Monitoring of Title One Basket for the 2022-2023 school year each semester.

**Rationale for Evidence-based Strategy:**

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

CCSB officials have history with compliance with the Title One Basket reviews and will provide necessary guidance and support where needed to fulfill the requirement.

**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.

***No action steps were entered for this area of focus***

**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.

## 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.**

Community Engagement

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

For over 20 years, E Nini Hassee has provided the local community an OPEN HOUSE Spaghetti Dinner in the Fall of the School Year. Additionally, 10 years ago ENH provided an OPEN HOUSE Fish Fry in the Spring. Since Spring of 2020, these have been cancelled with continued caution to opening up the campus to large populations as COVID illness continues to present a risk for residential populations in terms of quarantine and coverage for staff shortages. ENH has long believed that when the students get to showcase their work and effort, there is maximum benefit to their growth and self esteem.

The following questions will be collected and analyzed to guide decision-making related to the target of opening new community connections.

How Many Community Connections are made monthly?

How many individuals visited campus and were toured by student ambassador?

How many student ambassadors visited off site to speak?

How much revenue was generated through these community connections?

Was student enrollment increased based on these community connections?

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

The deferring of these two large Community Events/Open Houses continues to be a loss for the Citrus County Community and both the student and staff alumni of ENH as well as the present day operations of ENH. When inquiries are made regarding the OPEN HOUSE EVENTS, staff are transparent about the precautionary measures in place for this residential community.

In the meantime, ENH is preparing for its 2nd Annual 5K Race at Black Diamond (Golf Resort located in Citrus County) on November 5th.

Student Ambassadors and staff have spoken at 3 community forums and engaged in 3 community service projects with positive feedback about their presence since January of 2022. Staff continues to communicate with various community groups informing them of readiness for speaking events. Staff have publicized the 5K Event on various social media platforms for ENH and with Citrus County Stakeholders.

**Describe how implementation will be progress monitored.**

Eckerd Connects welcomes and promotes community involvement. To be a positive, pro-active part of the local community while enhancing and expanding the services offered to the youth at the program, ECKERD supports volunteer involvement in program activities and staff development, as well as the participation by staff and youth in community outreach activities.

Public relations activities, community education, and civic responsibility promote positive community awareness, victim awareness, and acceptance. Outreach activities allow the community to become aware of our programs through shared experiences. ENH takes an active role in informing and educating the community regarding the services we provide. In return, opportunities that allow community interactive exposure, both at the program site as well as in the community at large, are encouraged.

Per Eckerd Policy, ENH will report our community involvement at Monthly Education Team PLCs.

**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
Promote the 5K Race (Fund Development) on November 5, 2022 through social media, flyers, stakeholder emails.	Wire, Gale, wireg@citruschools.org
Log conversations, emails, communications with Community Partners regarding networking opportunities.	Wire, Gale, wireg@citruschools.org
Connect with at least 3 Community Opportunities monthly which express interest for ENH to participate in their forums.	Wire, Gale, wireg@citruschools.org