

Leon County Schools

Heritage Trails Community School



2022-23 Ungraded Schoolwide Improvement Plan

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Heritage Trails Community School

283 TROJAN TRL, Tallahassee, FL 32311

<https://www.leonschools.net/heritagetrails>

Demographics

Principal: Amy Alvis

Start Date for this Principal: 7/11/2016

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School KG-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	2021-22: I 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Leon 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 Heritage Trails Community School is to provide a positive, supportive environment which promotes academic achievement and assist students in developing skills to be confident, contributing members of their communities.

Provide the school's vision statement.

HTCS is a Special Day School for students with intensive social emotional learning needs in grades 9-12. Our students are referred to attend HTCS by their home zoned schools when their treatment needs require additional resources and services. The culture of our treatment program is based on relational and restorative approaches, trauma informed practices and targeted social emotional learning skills. Our practices support students with mental health and trauma needs and assist them with self-regulation, empathy, and character development.

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

The students that attend Heritage Trails are all ESE student who have intensive emotional learning needs. Our school has a Principal, Behavior analyst, Behavior specialist, Subject area and ESE certified teachers and a Reading coach. Students are provided support to help them learn self regulate and use communication skills so they can return to their home zone school. Students have small staff to student ratio to provide intensive support for behavior and academic support.

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
Alvis, Amy	Principal	Serves as the on-site administrator, establishes a positive school climate, provides teachers, staff, parents and students with the school's mission and vision in an effort to work collaboratively to provide quality instruction and data driven decision making. She builds relationships to improve the school-home connection and increase parental involvement, offer professional development opportunities, provides academic and behavioral support and interventions that support student behavioral and IEP goals. She conducts performance evaluations, creates and supports curriculum and behavioral activities to ensure adequate academic progress and reinforce goal setting, manages the budget. She manages instructional and non-instructional staff, ensures the safety of all students, assists with defining and disseminating information about the schools disciplinary policies and procedures to parents, students, staff and community, communicates and carries out established policies. She delegates and accepts responsibility for completion of tasks and communicating program goals, objectives and policies to the community.
Vergara, Alex		Develop and monitor implementation of the school wide behavior program and individual behavior programs, ensures the safety of all students. He works collaboratively with the Site Administrator and Behavior Specialists, to de-escalate students and respond when students show signs of being a threat to themselves or others; providing training and other professional opportunities to the behavior support staff. He creates data packets so that parents and local agencies can be up-to-date with student progress or lack thereof; forming relationships with parents and remaining in contact to discuss student behaviors and current behavior plans. He attends IEP, focus meetings, pre-planning and faculty meetings to discuss how behavior impacts student learning and provides teachers with program modifications, interventions, and coping techniques and mechanisms. He works closely with the Site Administrator to ensure that the behavior program expectations are aligned with and support the academic program; train new staff; attend med appointments to address behavior concerns; and work diligently to form a cohesive relationship with Leon County Schools.
Dove, Gayle	Reading Coach	Reading coach monitors interventions and assist teachers with reading strategies in the subject areas.

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Britney Desir--Therapeutic Endeavors LLC

Demographic Information**Principal start date**

Monday 7/11/2016, Amy Alvis

Total number of students enrolled at the school.

61

Total number of teacher positions allocated to the school.

14

Number of teachers with professional teaching certificates?

12

Number of teachers with temporary teaching certificates?

2

Number of teachers with ESE certification?

14

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

3

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	1	1	0	2	6	9	8	9	7	8	6	3	1	61	
Attendance below 90 percent	1	0	0	1	6	7	8	9	5	6	5	3	1	52	
One or more suspensions	1	0	0	1	5	9	5	6	4	4	3	0	0	38	
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	2	0	0	3	
Course failure in Math	0	0	0	0	0	0	1	0	1	0	1	0	0	3	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	5	8	7	7	6	6	5	3	0	49	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	6	8	7	8	7	7	4	1	0	50	
Number of students with a substantial reading deficiency	1	0	0	2	4	8	3	5	2	6	3	1	0	35	

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	1	0	0	1	6	9	8	8	6	5	5	3	0	52

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	1	0	0	0	0	1	2	0	1	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	1	1

Date this data was collected or last updated

Monday 7/11/2022

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	2	0	2	4	4	9	6	9	11	7	6	2	62
Attendance below 90 percent	0	0	0	2	3	0	5	5	6	7	4	6	2	40
One or more suspensions	0	0	0	0	1	0	1	1	0	1	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	1	1	1	0	1	0	0	4
Course failure in Math	0	0	0	0	0	0	1	1	1	0	2	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	3	6	5	6	8	5	5	1	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	3	7	5	8	10	4	2	1	44

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	3	0	5	5	7	7	5	2	1	35

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	1	0	0	0	1	4
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		46%	55%					60%	61%
ELA Learning Gains								58%	59%
ELA Lowest 25th Percentile								50%	54%
Math Achievement		40%	42%					60%	62%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Learning Gains								60%	59%
Math Lowest 25th Percentile								49%	52%
Science Achievement		43%	54%					59%	56%
Social Studies Achievement		52%	59%					64%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	61%	-61%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	57%	-57%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	56%	-56%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	0%	54%	-54%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	0%	56%	-56%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	59%	-59%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2022					
	2019	0%	63%	-63%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	66%	-66%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	0%	61%	-61%	60%	-60%
Cohort Comparison		0%				
06	2022					
	2019	0%	53%	-53%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	60%	-60%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	45%	-45%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	0%	54%	-54%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	44%	-44%	48%	-48%
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	0%	75%	-75%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	81%	-81%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	61%	-61%
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
SWD	18	24		13	32		36				
BLK	14			8	30						
WHT				20							
FRL	12	27		10	27						
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
SWD	16	33		16	29		33	45			
BLK	11	36		17	25						
WHT	21	27		8							
FRL	6	18		7							
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
SWD	14	24		13	35						
BLK	23										
WHT	8			9	40						
FRL	13	17		11	25						

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)	CSI
OVERALL Federal Index – All Students	18
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	106
Total Components for the Federal Index	6
Percent Tested	78%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	17
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	20
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

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?

Star progress monitoring for Reading and Math, I ready

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

Based on STAR 6th and 7th grade students showed highest growth in reading. Linda Mood Bell strategies for intervention and Language Live

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?

Reading, comprehension ,based on Star core progress reading report

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

Students at all grade levels and ESSA subgroups have deficits in reading comprehension

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

Continued use of Linda Mood bell strategies and interventions
Utilized reading assessment data to inform instruction
Implement small group individualized differentiated instruction
Professional development for staff intensive reading strategies
Bimonthly progress monitoring meetings

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.

Continued training in Linda Mood Bell strategies

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged**Area of Focus Description and Rationale:**

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

Students in ESSA subgroups are below 41%. Students need differentiated instruction geared to motivate and challenge them to understand benchmarks in lessons taught and they need various interventions to meet the needs of struggling readers, particularly in reading informational text.

Measurable Outcome:

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

Based on quarterly progress monitoring, 25 percent of students will show gains in reading comprehension

Monitoring:

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

Standardized progress monitoring, progress on implemented interventions by classroom teacher observation and data

Person responsible for monitoring outcome:

Amy Alvis
(alvisa@leonschools.net)

Evidence-based Strategy:

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

Linda Mood bell, seeing stars and visualizing and verbalizing to grow decoding and comprehension skills

Rationale for Evidence-based Strategy:

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

Student's have shown growth in previous years using the intervention

Action Steps to Implement:

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

1. Have weekly team meetings to make sure all staff understand what needs to be done to implement this strategy.
2. Monitor students progress monitoring weekly to make sure they are showing growth.

Person Responsible

Amy Alvis
(alvisa@leonschools.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.

NA

#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.

Reading Comprehension, Students need differentiated instruction geared to motivate and challenge them to understand benchmarks in lessons taught and they need various interventions to meet the needs of struggling readers, particularly in reading informational text.

Measurable Outcome:

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

Based on quarterly progress monitoring, 25 percent of students will show gains in reading comprehension

Monitoring:

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

Standardized progress monitoring, progress on implemented interventions by classroom teacher observation and data

Person responsible for monitoring outcome:

Amy Alvis
(alvisa@leonschools.net)

Evidence-based Strategy:

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

Linda Mood bell, seeing stars and visualizing and verbalizing to grow decoding and comprehension skills

Rationale for Evidence-based Strategy:

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

Student's have shown growth in previous years using the intervention

Action Steps to Implement:

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

1. Have weekly team meeting to make sure all staff understand what needs to be done to implement this strategy.
2. Monitor students progress monitoring to make sure they are showing growth.

Person Responsible

Amy Alvis
(alvisa@leonschools.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.

NA

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.

PBIS linked to classroom management strategies

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

1. All students will have an up to date Behavior Intervention Plan.
2. Clear and consistent expectations for behavior, school-wide care agreement.
3. Staff or community members are assigned as mentors or advisors to individual students or groups.
4. Social Emotional - treatment program students will have FOCUS goals to address Social Emotional Learning (SEL).
4. Discipline problems are addressed according to restorative practices.
5. School rules are posted throughout the school.
6. Variety of instructional methods are utilized to build skills and encourage critical thinking.
7. Provide professional development on social-emotional learning (i.e. learning strategies,

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

Treatment Program /restorative practice guidelines are reviewed at open house/orientation for parents also available on website
Students participate in morning meeting to discuss SEL goals.

Describe how implementation will be progress monitored.

School behavior data is reviewed weekly in treatment team meetings

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
Students are directly taught and follow care/relationship agreement	Vergara, Alex, vergaraa@leonschools.net
Students engage in restorative practices for problem solving and accountability	Vergara, Alex, vergaraa@leonschools.net
Students are systematically rewarded for targeted SEL goals	Vergara, Alex, vergaraa@leonschools.net