

The School Board of Highlands County

# The Academy At Youth Care Lane



## 2022-23 Ungraded Schoolwide Improvement Plan

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## The Academy At Youth Care Lane

4121 YOUTH CARE LN, Sebring, FL 33870

<http://www.highlands.k12.fl.us>

### Demographics

Principal: Page Green

Start Date for this Principal: 9/13/2020

<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>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

This plan is pending approval by the Highlands 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.**

Mott: Decisions Determine Destiny

Mission: Empower every student through constructive interaction, timely discipline and unbiased beliefs on self-improvement.

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

Vision: creating unique experiences that educate, encouraging and empower, while teaching lessons that can be used beyond the Academy Youth Care Lane

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

The Academy Youth Care Lane provides an alternative academic and behavioral setting in a safe learning environment.

### 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
Green, Page	Principal	Decision Making Instructional Leadership Managerial Mentor Discipline Set Goals Monitor student achievement Determine Successful and Unsuccessful completion

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

No

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

x

### Demographic Information

**Principal start date**

Sunday 9/13/2020, Page Green

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

47

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

3

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

3

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

0

**Number of teachers with ESE certification?**

1

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

1

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

2

**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	1	0	3	5	12	14	8	7	1	51
Attendance below 90 percent	0	0	0	0	1	0	3	3	11	11	6	6	0	41
One or more suspensions	0	0	0	0	1	0	1	2	8	7	4	6	0	29
Course failure in ELA	0	0	0	0	1	0	3	5	6	8	4	4	0	31
Course failure in Math	0	0	0	0	1	0	2	5	7	4	1	1	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	2	6	0	6	1	0	16
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	3	7	0	0	0	0	10
Number of students with a substantial reading deficiency	0	0	0	0	1	0	0	2	0	0	0	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	1	0	3	3	11	9	5	1	1	34

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

**Date this data was collected or last updated**

Tuesday 9/13/2022

**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	1	0	3	5	12	13	6	6	1	47
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 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		43%	51%					44%	56%
ELA Learning Gains								46%	51%
ELA Lowest 25th Percentile								35%	42%
Math Achievement		32%	38%					45%	51%
Math Learning Gains								44%	48%
Math Lowest 25th Percentile								44%	45%
Science Achievement		41%	40%					56%	68%
Social Studies Achievement		46%	48%					65%	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.**

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019	0%	44%	-44%	54%	-54%
Cohort Comparison						
07	2022					
	2019	0%	40%	-40%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	46%	-46%	56%	-56%
Cohort Comparison		0%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019	0%	44%	-44%	55%	-55%
Cohort Comparison						
07	2022					
	2019	0%	49%	-49%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	44%	-44%	46%	-46%
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	41%	-41%	48%	-48%
Cohort Comparison		0%				



BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	60%	-60%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	52%	-52%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	55%	-55%	57%	-57%

**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?**

Attendance, Academics and Discipline are all targeted areas of focus for the 2022-2023 School year. Progress monitoring takes place weekly. Student conferences take place weekly. Parent conferences and parent progress notifications are also completed.

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

Moving forward, we hope to see an increase of students achieving a 2.0 GPA or higher before transitioning back to their zoned school.

**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?**

Student attendance is the greatest need of improvement. This data are of need is based on the number of students that are not present 90% or more of the time.

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

This is a baseline year, for the school improvement plan. We will identify trends and create areas of improvement in the 2022-2023 school year.

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

We have put into place a On Boarding system for the 2022-2023. Part of this On Boarding system, students meet with two certified teachers. During this time, students are involved in academic goal setting. Students create a plan of action and organization to achieve successful completion.

**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.**

School Counselor will attend District Counselor PD  
ESE Support Facilitation training  
Behavior District wide PD, for paraprofessionals  
Canvas Tech Booster training  
AVID Cornell notetaking Booster PD.

### 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.**

Staff will complete a Benchmark of Quality matrix to gather baseline data.  
Staff along with administration will develop a plan for success to decrease acting out behaviors.  
Staff along with administration will implement a students positive incentive system.

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

Parents will receive positive and encourage progress reports on their student quarterly.

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

Discipline reports will be generated, from Skyward. Discipline reports will be analyzed weekly with admin and counselor.  
Discipline data will be shared monthly with staff at the faculty meeting.  
During the monthly faculty meeting adjustments to the plan will be made, if necessary.

#### 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
Complete Benchmarks of Quality	Green, Page, greenp@highlands.k12.fl.us