

Hardee County Schools

Pioneer Career Academy



2022-23 Schoolwide Improvement Plan

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Pioneer Career Academy

200 S FLORIDA AVE, Wauchula, FL 33873

www.hardee.k12.fl.us/pioneer_career

Demographics

Principal: Karen Gustinger

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hardee County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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Pioneer Career Academy

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	71%

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

"Provide all students a high-quality education in a nurturing and creative environment to develop responsible citizens".

Provide the school's vision statement.

"Empower and inspire all students for success".

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gusting, Karen	Associate Director	The Principal/Associate Director of Pioneer Career Academy (PCA) plays a leadership role in developing the instructional team members' understanding of individual student needs, interventions to maximize teachers' capabilities to support student success, and cultivate a positive school environment and culture. For the instructional team members to develop individual capacity in the students, they need guidance on their roles and responsibilities to understanding the change(s) we are seeking in individual students and their overall impact on the learning environment. The task of developing strategies to improve instruction and to better meet students' overall needs then rests with the Principal/Associate Director. The instructional team, led by the Principal/Associate Director, shares responsibility for a cycle of continuous improvement and academic growth in the classroom, an in-depth understanding of the school's climate and culture, and for recognizing barriers, correctional actions, and accommodations specific to each individual student. Leadership and instructional team members collect data through student performance indicators, classroom observations, and teaching artifacts to mutually participate, share in, and continuously consider the next steps to develop and maintain a healthy school culture, positive environment, and school-wide improvement based on stakeholder input, trust, respect, and high expectations for all.

Demographic Information

Principal start date

Friday 7/1/2016, Karen Gusting

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Total number of teacher positions allocated to the school

1

Total number of students enrolled at the school

24

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

0

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

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	2	4	7	9	1	0	24
Attendance below 90 percent	0	0	0	0	0	0	1	1	3	5	5	0	0	15
One or more suspensions	0	0	0	0	0	0	1	2	4	7	9	1	0	24
Course failure in ELA	0	0	0	0	0	0	1	1	3	5	5	0	0	15
Course failure in Math	0	0	0	0	0	0	1	1	3	3	3	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	1	2	3	7	5	1	0	19
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	1	2	3	7	5	1	0	19
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	2	3	7	5	1	0	19

Using the table above, complete the table below with the number of students by current grade level who have 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	1	2	3	7	5	1	0	19

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	2	0	0	0	0	3

Date this data was collected or last updated

Tuesday 8/2/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	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		44%	51%					43%	56%
ELA Learning Gains								46%	51%
ELA Lowest 25th Percentile								43%	42%
Math Achievement		34%	38%					47%	51%
Math Learning Gains								42%	48%
Math Lowest 25th Percentile								48%	45%
Science Achievement		30%	40%					68%	68%
Social Studies Achievement		31%	48%					51%	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	0%	47%	-47%	54%	-54%
Cohort Comparison						
07	2022					
	2019	0%	38%	-38%	52%	-52%
Cohort Comparison		0%				
08	2022					
	2019	0%	48%	-48%	56%	-56%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	44%	-44%	55%	-55%
Cohort Comparison						
07	2022					
	2019	0%	59%	-59%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	53%	-53%	46%	-46%
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	0%	36%	-36%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	59%	-59%	71%	-71%
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	0%	53%	-53%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	53%	-53%	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 not been updated for the 2022-23 school year.

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	

ESSA Federal Index	
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.

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

Trends identified from District data disaggregation of the 2021 and 2122 FSA results indicate the following District trends with no subgroups.

ELA: Secondary grade levels (6-12) have shown a drop in Middle School grades Level 3 and above ELA scores and an increase in High School Level 3 and above ELA scores. Middle school scores dropped 3 percentage points (approximately 7%) from 42% in 2021 to 39% in 2122 as compared to a State decrease of 1 percentage point (approximately 1%). High school scores increased 4.5 percentage points (approximately 12%) from 39% in 2021 to 43.5% in 2122 as compared to a State decrease of half of a percentage point (approximately 1%).

Math: Secondary grade levels have shown an increase in Middle School grades Level 3 and above Math scores and an increase in High School Algebra and Geometry Level 3 and above scores. Middle School scores increased by 7 percentage points (approximately 20%) and High School scores increased by 9 percentage points (approximately 100%).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and 2022 state assessments, middle school ELA has demonstrated the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors include losses from COVID-19 school closures, attendance issues, and resiliency issues outside of school.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on progress monitoring and 2022 state assessments, middle and high school Math has demonstrated the greatest improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Targetted face-to-face remediation in Math, ongoing progress monitoring with students, and implementation of a new educational platform for the delivery of virtual education (Edgenuity).

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

Strategies to accelerate learning in ELA will include targeted face-to-face remediation in ELA, increased virtual remediation in ELA to 30 minutes a day in i-Ready, ongoing progress monitoring, and weekly data discussions and goal setting with students. Additionally, the implementation of reading comprehension skills, self-advocacy, grammar, and vocabulary teaching/classroom strategies and support as well as the implementation of reading and language support in all classes/courses. Parent involvement and education on attendance and student engagement in virtual education will also be targeted to increase student achievement. (Example: enrollment/orientation meetings, conferences, and check-ins).

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

The professional development opportunities that will be provided at the school will include student engagement and reading comprehension support strategies specifically for students participating in virtual education.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure sustainability over the next school year and beyond will include systematic progress monitoring of each child in reading and math with goal setting, targeted interventions, and remediation. Also, embedded reading and language supports and strategies to develop each child's academic skill set and abilities to learn. Students identified as having issues with truancy will be referred to Youth and Families for support in overcoming barriers and improving attendance Lastly, monthly teacher/parent/student meetings to review activities, progress towards meeting identified goals, and modifications for future success.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. 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.

ELA: Secondary grade levels (6-12) have shown a drop in Middle School grades Level 3 and above ELA scores and an increase in High School Level 3 and above ELA scores. Middle school scores dropped 3 percentage points (approximately 7%) from 42% in 2021 to 39% in 2122 as compared to a State decrease of 1 percentage point (approximately 1%).

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

The school's goal is to experience an increase of 4 percentage points or 10% in Middle School ELA scores Level 3 and above from 39% to 43% for the 2223 school year. The school's goal is to experience an increase of 4 percentage points or 4.5% in High School ELA scores Level 3 and above from 43% to 47% for the 2223 school year.

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

The ELA area of focus will be monitored through weekly evaluation of classroom data, progress in reading PM2, and ELA skills, and a monthly review of data with instructional staff to evaluate progress towards targeted standards and goals.

Person responsible for monitoring outcome:

Karen Gustinger (kgustinger@hardee.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being

The evidence-based strategies implemented for this area of focus include several supports and best practices from the University of Florida Florida Center for Reading Research webpage. (<https://fcrr.org/reading-success/practices>) . These evidence-based teaching strategies include principles of instruction that support student achievement and work to close the achievement gap including text marking, masking, note-taking, One Sentence Summaries, and text connections. These strategies are implemented in all content areas to support effective instruction and comprehension. All lessons begin with a review and teacher-supported practice is provided to support content mastery. Student-teacher

implemented for this Area of Focus.

interactions, step-by-step modeling/demonstrations via the Edgenuity platform and face-to-face support, and observation of student responses help the student connect and comprehend new material. Guided practice with frequent checks for understanding and setting high standards for success (80%) in formative and summative assessments will help to motivate and support the student as they work through difficult material and build academic/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 rationale for selecting these specific strategies includes more positive outcomes with scaffolded instruction with systematic feedback in the form of support/review/advancement and especially with struggling readers in ELA and Reading. The rationale is that scaffolding provides a stable foundation upon which learning is built. The strategies and supports enhance engagement with the material, supply corrective feedback, and frequent/timely checks for understanding. This rationale is supported by IES/NCEE’s Regional Educational Laboratory Southeast at Florida State University (Contract ED-IES-17-C-0011).

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. Identification of reading and language deficiencies in students.
2. Individualized data discussions with students/parents and monthly goal setting.
3. Targeted prescription of interventions and ongoing progress monitoring towards goals.
4. Development of student academic skills in each lesson and as support to learning.
5. Imbedded classroom strategies to support reading deficiencies and language in each course.

Person Responsible Karen Gustinger (kgustinger@hardee.k12.fl.us)

#2. Positive Culture and Environment specifically relating to State Assessment Participation

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

The school experienced a drop in State end-of-year assessment participation.

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

The school will successfully test a threshold of 80% of students in the 2223 school year.

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

All students will be scheduled for state assessments. Students with poor school attendance will be targeted for a higher level of support. Students who are absent for state assessments will be contacted and scheduled for makeup testing including supports such as transportation, alternative scheduling, and additional parent education.

Person responsible for monitoring outcome:

Karen Gustinger (kgustinger@hardee.k12.fl.us)

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

Evidence-based strategies to be implemented include communicating with families about the importance of state assessments, celebrating and encouraging participation in attendance with students and families, and connecting chronically absent students with community mentors measurably reduced students' chronic absenteeism from one year to the next. Resilience issues will be identified and targeted for individual students including providing transportation and alternative assessment schedules.

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

The rationale for selecting these specific strategies stems from peer-reviewed research on reducing absenteeism and can be found on the IES Regional Educational Laboratory website. (https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_19.asp)

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 Steps to identify the Area of Focus:

1. Transitional meeting with parents and students to explain the requirements of state assessments as part of their placement in the alternative setting.
2. Ongoing and frequent communication with parents including specific information regarding testing and support resources if necessary.
3. Identification of specific barriers to students attending state testing and providing targeted resources to overcome barriers.
4. Home visits to enhance communication and inform families of upcoming state assessments in addition to hard copy calendars for reference.

Person

Responsible

Karen Gustinger (kgustinger@hardee.k12.fl.us)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The school addresses building positive school culture and environment by building strong relationships with students. Students are temporarily placed in an alternative educational setting and work virtually for a variety of reasons. Data on students with multiple and extended placements show significant disruption of academic progress and increased dropout rates so an immediate goal is the establishment of a relationship between the school and parent/student. This begins at enrollment and student orientation. The student and parent meet in an extended process of school expectations and available support for success. Students are monitored and supported in real-time during the school day through GoGuardian. The staff makes efforts to make connections with students through the virtual platforms (Example: greet students upon logging in each morning with a "Good Morning" or other positive messages). The staff makes a targeted effort to develop relationships with parents/guardians through weekly communication of progress and immediate communication of concerns if they arise.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The promotion of a positive school environment begins at enrollment and student orientation. The student and parent meet in an extended process of school expectations and available support for success. Students are monitored and supported in real-time during the school day through GoGuardian. The staff makes efforts to make connections with students through the virtual platforms (Example: greet students upon logging in each morning with a "Good Morning" or other positive messages). The staff makes targeted effort to develop relationships with parents/guardians through weekly communication of progress and immediate communication of concerns if they arise. Students are monitored constantly for academic

progress and engagement. Students are given clear expectations and provided the necessary resources for success. Efforts are made to collaboratively improve outcomes including frequent stakeholder communication and student and parent input. Targeted and prescribed interventions include Positive Behavior Supports, youth mental health and drug/alcohol referrals for individual and family counseling, and compliance training for individual students struggling to remain in the educational setting because of behavior. Additionally, the staff uses targeted interventions through referrals for substance abuse programs, mental health evaluations, student risk assessments, and ongoing counseling programs to support specific resiliency issues and barriers to success and to facilitate the student's return to their regular educational setting.