

Citrus County Schools

Camp E Nini Hassee School



2023-24

Schoolwide Improvement Plan (SIP)

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Camp E Nini Hassee

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School Board Approval

This plan was approved by the Citrus County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 victories and challenges.

Provide the school's vision statement.

That young people 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 is essential to the business of E Nini Hassee. Accessing student learning styles to build motivation to learn, to establish trusting relationships within an educational arena, and to re-instill 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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 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. Coordinate with all departments to ensure a wholistic approach to client development.</p> <p>Essential Functions:</p> <ul style="list-style-type: none"> • Establish and communicate a shared vision, purpose, and direction for the education program that focuses on improving student outcomes and program effectiveness. • Conceptualize the broad goals of the education program and plan, monitor, review and revise them accordingly. <p>Educational Leadership</p> <ul style="list-style-type: none"> • Coordinate development of facility-based policies and procedures used to carry out the daily routine of the educational program. • 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. • Provide leadership and oversight to the program for state specific school approval and SACSCASI accreditation processes, as appropriate to facility. <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> • Coordinate the thematic integration of subject matter and supervise the implementation of the established curriculum based on clearly defined state standards. • 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. • Coordinate the use of effective classroom management and organizational strategies to maximize time students are actively engaged in learning activities. • Supervise the development, implementation, and revision of personal education plans for all program students, to include IEP's, as required by the Individuals

Name	Position Title	Job Duties and Responsibilities
		<p>with Disabilities Education Act (IDEA).</p> <ul style="list-style-type: none"> • Supervise the implementation of the Exceptional Student Education (ESE) program to ensure compliance with state and federal IDEA regulations. <p>Assessment</p> <ul style="list-style-type: none"> • Coordinate the administration of standardized and diagnostic testing, as required. • Develop and implement a system to monitor, document, and analyze student performance and outcome data, and use results to improve outcomes. <p>Communication</p> <ul style="list-style-type: none"> • Establish effective interdepartmental collaboration to ensure integration of education throughout all elements of the Therapeutic Program. • 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. <p>Quality Improvement</p> <ul style="list-style-type: none"> • Provide leadership to the program's process for establishing, implementing, and monitoring a continuous process of improvement that focuses on student performance. <p>Resources and Support Systems</p> <ul style="list-style-type: none"> • 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

Name	Position Title	Job Duties and Responsibilities
		<p>achievement of the programs improvement goals.</p> <ul style="list-style-type: none"> • Complete all training, in-service and staff development requirements as set forth by EYA and its' contracting, licensing, accrediting and state teacher certification agencies. <p>III. Other Duties Include, But Not Limited To:</p> <ul style="list-style-type: none"> • 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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Eckerd Education Team (Eckerd Connects Education Director, Education Liasons (2), Education Coordinators, Student Information Coordinator) meets in person in PLC for the week of July 17, 2023. This summer PLC reviews data (perpetual performance improvement from the Eckerd Scorecard).

Survey results at semester ends provide teacher input. Parents and Students and Staff provide input at 1x/Semester Parent/Student/Staff Meeting/Trainings. Community Stakeholders are invited to Parent/Student/Staff meetings/trainings. All feedback is considered when developing annual goals. These meetings cover various topics to include: residential activities, drop out prevention discussion, thematic/modular programming, state standards, statewide assessments, progress monitoring, behavioral interventions, reading/math strategies,)

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

Citrus County Schools Professional Development.(Both in-person and online) offered through CCSB - provide training essential to new initiatives.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

At the Highest Level for Eckerd Connects the Scorecard (reading and math gains, facility incidents, staff turnover rates, underutilization, recruitment, exceptional performance, additional concerns) results are

reviewed in the monthly Eckerd Leadership Team (ELT) PQI. Feedback provided from the ELT then is disseminated to the Local Level and is discussed at each facility as needed and strategies are put into place to address feedback and make corrective actions that are reported out at the next monthly meeting for both the Eckerd Education Team PLC and the ELT PQI.

Ultimately, the ELT reports the PQI to the Eckerd Connects Board of Directors on a quarterly basis. The ELT is accountable for setting overarching student performance direction, reviewing status of student performance goals, building knowledge of programs, facilitating internally focused, performance oriented improvement initiatives, keeping apprised of externally focused innovation efforts.

Eckerd Education Department Level (to include the Education Administrators of each facility) participates in Monthly Education PLCs to include a review of data and discussion of SIP goals. This information is disseminated to the Local Level where Ed. Administration and Teachers review SIP goals, reading and math gains, daily/weekly/monthly strategies to address facility milieu, incidents, effective strategies and interventions.

Quarterly, the Eckerd Education Department discusses any discrepancies between SIP goals and SACS/Cognia Accreditation results.

Citrus County School Board TOSAs work with E Nini Hassee staff to achieve various goals related to the success of the SIP. CCSB staff serve as liaisons between DOE requirements and school based implementation.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	[Data Not Available]
2022-23 Economically Disadvantaged (FRL) Rate	0%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	1	3	4
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	3	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	3	3

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	1	5
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	1	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	1	4

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	3	1	4
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	3	1	4
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	3	1	4

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		46	50		45	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		28	38		26	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		66	64		35	40			
Social Studies Achievement*		64	66		38	48			
Middle School Acceleration					33	44			
Graduation Rate		90	89		60	61			
College and Career Acceleration		51	65		65	67			
ELP Progress		35	45						

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	

2021-22 ESSA Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup
 Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	44%	*	50%	*
07	2023 - Spring	*	45%	*	47%	*
08	2023 - Spring	*	44%	*	47%	*
09	2023 - Spring	*	47%	*	48%	*
06	2023 - Spring	*	45%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	44%	*	54%	*
07	2023 - Spring	*	57%	*	48%	*
08	2023 - Spring	*	47%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	41%	*	44%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	37%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	38%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ESSA Group (1/3 of population) - Seminole Tribe students continue to enroll with large academic deficits. Lack of parental supports impacts student motivation. (for the 22/23 school year, this group showed the lowest performance grades 6-12).

Substance Abuse Contracted beds (1/3 of population) - increase in students entering with IEP or 504 plans indicating need for additional support in the classroom and on statewide assessments and family substance abuse history.

3rd Party Pay Group (1/3 of population) - increase in self harming behaviors and increase in gender dysphoria issues impact student motivation.

DCF placement students: lack of permanent living placement impacts motivation.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Across all departments at E Nini Hassee, the local leadership team discussed the following contributions:

1. Medical: increase in ADHD and Medication trends.
2. Age demographic (1/3 of population) dropped from high school to middle school.
3. Intake Assessment Scores in Reading and Math on the STAR Renaissance program indicate lower levels of achievement in both areas as compared to previous years.
4. Intake Assessment scores on Social Skills Inventory indicate lower levels of achievement as compared to previous years.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Native American middle/high schoolers continue to perform below state averages on both reading and math testing. In the case of the 3 Native Middle Schoolers and the 2 Native High Schoolers, each report gaps in attendance with schooling prior to attendance at this residential school.

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

1. Increased restrictive supervision of one group of students (TAS) with seating charts, personal belongings, intergroup interactions procedures, increased to sustain two staff for supervision in all waking hours. This helped to garner the attention of the older students to focus on schooling and end of

year testing.

2. Implemented a simple grading rubric for April/May Module to coincide with the 4th quarter grading for the students to see daily progress on behavioral performance for the students in need (middle schoolers, students with 504, IEPs). This helped to increase motivation to earn the "Scholar Pin" - which required effort and attention during the month of April/May testing.

3. Contracted with private agency to provide additional evaluation and assistance with at least one Native American student to improve both receptive and expressive skills. Encouraging other Native families to implement similar opportunities for their students. Three months of weekly sessions - moved this student to have improved self advocacy skills

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

This residential school will continue to partner with parents, students and staff to dynamically implement effective strategies to build self efficacy and motivation for students to remain in and invest in their education. Focus must continue to be present on building a safe family environment within which the student can thrive, as well as personal skill sets that allow the student to manage situations as they arise based on their living environment.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ESSA. Continue to build a positive milieu for the Seminole Tribe students to explore cultural norms and background and build academic foundations.
2. Behavioral Interventions A Continue to build relationship/partnership with parents/guardians allowing for united and dynamic responsiveness to student performance.
3. Behavioral Interventions B Continue to develop and Implement high impact initiatives that engage students through a variety of learning styles to increase sense of self and self-efficacy_
4. Behavioral Interventions C. Continue to build and utilize a simple classroom performance rubric for daily student self evaluation to meet the needs of the middle schoolers and students with IEPs/504s.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Native American population at this facility continues to be a focus for staff. The effort is to develop motivation for future endeavors and build skill sets for productive citizenship and sober navigation of life. As the Native American population is 1/3 of this population and generally the majority of these students are deficit foundational math and reading skills, this school believes it necessary to concentrate on building self efficacy through skill set intervention in a holistic manner.

Measurable Outcome:

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

To promote opportunity for the Native American population at this school to provide cultural education to the student body (Native American Day, local Elementary School presentation, ENH school presentation, craft day, etc.) building self efficacy and personal/tribal awareness.

Monitoring:

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

E Nini Hassee will provide opportunity for the Seminole/Miccosukee students to learn Native American (Seminole and Miccosukee Indian) cultural practices and teach/celebrate those practices through student lead presentations both at this facility and in the local community.

Person responsible for monitoring outcome:

Gale Wire (wireg@citruschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will work with teacher to identify State Standards as they relate to the history and written legends of the Seminole and Miccosukee Tribes to develop a well thought out and researched, coherent organization of Florida Indigenous cultural practices.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Following Florida State standards for ELA and US History is essential practice for the Florida classroom. Organizing a presentation using the B.E.S.T. ELA standards for both written (purpose, clarity, style, and structure) and oral (logical and coherent organization and credible evidence), communication is essential for grade level success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Staff shortages impact all aspects of a residential program. Existing staff have to cover additional shifts which can create burnout. Low staff morale then inadvertently impacts facility milieu - thus impacting the motivation level of all students. Certain programmatic aspects must be cancelled or watered down due to shortages, thusly impacting effectiveness of program. Students with low motivation inherently pick up on the nuances of a reduced staff, reduction in or elimination of programmatic details - and feel slighted.

The youth counselor/teacher (acting as a paraprofessional) is an integral role for this residential facility. The youth counselor/teacher facilitates the daily routines 24 hours day/5 days a week, acting as the surrogate parent in the small group setting. The youth counselor/teacher is essential to behavior management of this facility - with a solid relationship with the students at it's core.

Measurable Outcome:

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

Increase the salary for newly hired youth counselor teachers to a competitive salary for market trends to \$35,000 by year FY end 2024 -- thus gaining a greater foothold in the market for front line youth care workers.

Monitoring:

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

Facility Director and Assistant Director have routine meetings with Eckerd Connects headquarters office keeping abreast of recruiting practices, hiring and retention practices. This is reviewed in local leadership team meetings. All staff participate in the hiring process as the youth counselor/teacher is invited to a four day/live in interview process.

Person responsible for monitoring outcome:

Gale Wire (wireg@citruschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Onboarding interview questions follow guidelines set forth to meet the Counselor/Teacher job description (we ask the right questions). All youth counselor/teacher positions interviews must participate in an extended 3-4 day live in interview to simulate the working conditions. Otherwise, new hires must complete evaluation of background appropriateness before onboarding.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

#3. ESSA Subgroup specifically relating to American Indian

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

With greater emphasis placed on the SToF (Seminole Tribe of Florida) 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 Council'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.

Goal Continued: 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 FY 24.

Monitoring:

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

The Eckerd Leadership Team (ELT) monthly meets to review (Perpetual Performance Improvement) Scorecard. This scorecard includes data from E Nini Hassee that shows Reading and Math gains from the STAR progress monitoring as well as SSI and YOQ. The ELT provides recommendations to the facility as needed.

Person responsible for monitoring outcome:

Gale Wire (wireg@citruschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Adhering to the expectations of the SCORECARD or 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

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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

NA

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

At intake, when students enter this residential school, personnel review with parents and students the school goals, including student/parent responsibility with school compacts to aid the school in achieving it's goals, and more importantly, aid the student/family in achieving their goals. These goals are reviewed one time each semester with a parent/child/staff online ZOOM meeting (students come from all over Florida as well as out of state) so the online platform allows for a wider audience as many families can't/ won't travel for a 2 hour meeting.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parents are involved with student performance from intake. Within 10 days a parent/child/staff private meeting is held to discuss school goals, individual goals, family goals for time spent in residential treatment. Each month these goals are reviewed within the treatment team and related to the family. Family is encouraged to write letters to their student weekly and participate in a monthly phone call as well as every 8 weeks - a home visit weekend where the child/parent practice skills learned. This home visit is then reviewed the day after return and new goals are set for the next 8 week modular session.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Routine staff meetings encompassing all members of the treatment team and support staff review the dynamics of the facility - continuously evaluating the needs of individual students as well as the small groups - to more effectively impact positive growth in a holistic manner. In this residential facility, the daily evaluation must take into account the needs of individuals and groups regarding mental health status.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Contracting agency requirements are audited annually and the school Leadership team ensures that all staff and students are aware of changes to the daily routines and practices of the school. These practices are reviewed in departmental staff meetings. Citrus TOSA work alongside of the education coordinator at this residential school to ensure that guidelines are met for local, state, and federal guidelines.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

This school is a long term therapeutic residential facility for girls ages 12-18. Students are supervised 24 hours a day and engaged in a treatment planning/treatment team process from intake that includes: Student, Family, Operations staff (Daily care and experiential behavioral learning), Clinical (Mental Health counseling), Education (grades 6-12).

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students review grades and course work each semester as they relate to obtaining high school graduation. At the beginning of each SY - the guidance counselor leads the school community in reviewing high school graduation requirements and post secondary options for training/education. Students participate in Reading/Math Assessments, Career Interest Surveys, Learning Styles Inventories and regularly participate in discussion as to how present day behavior impacts future options. Daily students engage in employability/relationship skill building practice via experiential means to include: communication skills, conflict resolution skills, problem solving skills, short and long term consequential thinking, building empathetic thinking/feeling, social skills.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Students live in a small group setting of 10-12 girls ages 12 - 18 facilitated 24 hours/day by staff who live alongside the students. This small group/counselors simulates a family environment. Feedback on daily decision making occurs 360 degrees from all parties. Most immediately the girls are taught a 3-2-1 process. This includes, FIRST advocating and verbalizing a thought/feeling pertaining need/want. SECOND: requesting a small group circle where the student gains the support of her peers and counselors to manage the expression. THIRD: requesting a sit down discussion where the topic can be handled from a broader range of input and more indepth reasoning. All staff operation utilizing accommodations outlined by FLDOE - specifically those that are identified if a student has a 504 plan or IEP.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

E Nini Hassee has been blessed to have certification in all core subject areas. Two teachers are reading Competency endorsed. Teachers participate in county trainings as they are available to the teachers. Teachers also participate in online trainings as they are available to the teachers. Teachers train support staff to awareness of effective student accommodations and supports needed for out of class supports to all students. Teachers work closely with Clinical staff to manage mental health issues as they impact student performance.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

na

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: American Indian	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: American Indian	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No