

School District of Osceola County, FL

Heritage Park Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Heritage Park Academy

2330 NEW BEGINNINGS RD, Kissimmee, FL 34744

www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola 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.

The mission of the Heritage Park Academy is to provide a safe, nurturing, rigorous, engaging educational environment where students can set and meet educational goals, allowing students to transition back to their home school, post secondary school, or community successfully.

Provide the school's vision statement.

All students deserve and will receive the opportunity to succeed, regardless of life circumstances, and can expect a high quality, relevant, and rigorous educational experience that prepares them for success in college, career, and life.

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
Combs, Karen	Director of Alternative Education	Supervising teachers and curriculum, ensuring adequate progress of students, ensuring correct data and records, communication with staff, students and parents, overseeing academic content, testing, and remediation.

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.

A team of staff: Lorilanae Cheng, Michael Pociask, Michelle Overstreet and Denise Gettel Capone along with student council input and facility input assists in brainstorming and looking at school priorities.

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))

Sip is regularly monitored each month as students academic progress is discussed weekly and many times daily. Parents and facility staff are informed in a conference with the student every three weeks to ensure progress is continually made.

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 7-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	94%
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	2022-23: Acceptable 2021-22: Acceptable 2020-21: Acceptable

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	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
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	0	0

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	0	0

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	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	1	7	31
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	6	25
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	1	1	5
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

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	1	6	26

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) 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	1	7	8
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	6	7
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	1	1	2
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

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	1	6	7

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

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									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Lowest 25th Percentile									
Math Achievement*		27	38		37	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		63	64		32	40			
Social Studies Achievement*		61	66		39	48			
Middle School Acceleration					38	44			
Graduation Rate		86	89		54	61			
College and Career Acceleration		60	65		60	67			
ELP Progress		46	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	
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	

2021-22 ESSA Federal Index	
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				

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%
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												

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
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.

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.

Based on our DJJ data, the lowest performance is still students passing CTE Certifications. Contributing factors include the academic gaps /credit gaps for students compared to age upon arrival and the need to get students a high school credential.

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

n/a

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.

Based on our DJJ data, the lowest performance is still students passing CTE Certifications. Contributing factors include the academic gaps /credit gaps for students compared to age upon arrival and the need to get students a high school credential.

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

Graduation rate- we have focused on students obtaining a high school credential while with us. We did do some additional tutoring

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

Based on our DJJ data, the lowest performance is still students passing CTE Certifications. Contributing factors include the academic gaps /credit gaps for students compared to age upon arrival and the need to get students a high school credential.

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

1. Eligible students need to graduate if possible.
2. Students need to gain credits
3. Students need to enroll and be focused on post secondary credentials
4. Students need to obtain CTE Certifications.

Area of Focus

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

#1. Instructional Practice specifically relating to Career & Technical Education**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.

As of today, 5/79 students, 6%, have taken and passed a CTE assessment. This is a required component for students.

Measurable Outcome:

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

100% of all eligible students will be tested for CTE certifications. Our school will have a 25% gain of students taking and passing this assessment.

Monitoring:

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

A shared spreadsheet for student testing, and all testing schedules will be monitored, and this will be part of weekly discussion with admin and staff. Assessment data regarding CTE standards-based instructional needs will be reviewed with CTE Instructor following each assessment window.

Person responsible for monitoring outcome:

Karen Combs (karen.combs@osceolaschools.net)

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.)

Standard-based instruction and utilization of GMetrix will be supplemented by comprehensive study guides will be prepared and reviewed by instructors for additional assistance for students who need help passing CTE certifications. In addition, tutoring will be offered for students who are eligible.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In 2009, the Journal of Correction Education found that CTE in prison lowered post release recidivism rates and parole revocation while producing better post release employment patterns and better disciplinary records while incarcerated.

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.

Identification of students each semester who are eligible for CTE testing will be reviewed by guidance counselor, school staff, and administration.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Upon enrollment throughout the year

Identified students will receive high quality, standard-based instruction, review, and tutoring in the window prior to testing.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Continuously throughout the year

CAPE Certifications will be reviewed by staff to see their viability in becoming part of the curriculum at Heritage Park.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: September 2023

Instructor will utilize district resources, GMetrix, and the relevant standards to create and implement high-quality, engaging lessons with a student centered focus.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Continuously throughout the year

#2. Graduation specifically relating to Graduation

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.

Many students come to the program with gaps in credit accrual based on justice involved circumstances. There is a need for our students to gain progress towards graduation with minimal disruption to the educational process during their stay at the residential facility. Students will be staffed upon enrollment to determine their best course of action towards graduation.

Measurable Outcome:

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

There will be a 10% increase in graduation rates over the year prior for eligible students.

Monitoring:

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

Credit retrieval and recovery, credit gain, and class percentage of completion will be continuously monitored throughout the years and disseminated to all educational staff. The testing coordinator and interventionist will maintain spreadsheets tracking student achievement, necessary interventions, and future needs.

Person responsible for monitoring outcome:

Karen Combs (karen.combs@osceolaschools.net)

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.)

Teachers will collaborate weekly discussing student progress towards credit retrieval, credit gain, and class percentage of completion. The testing coordinator, intervention team, and administration team will meet weekly to discuss testing data and identify students in need.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to The College of Social and Behavioral Findings at Walden University, studies indicate that individuals who attain a high school diploma or a General Educational Development (GED) equivalency significantly reduce their propensity of incarceration and recidivism. The findings may promote positive social change by educating policymakers and practitioners on the predictors that are relevant to reducing incarceration and recidivism. Per our own historical data trends at Heritage Park Academy, students who do not earn the high school diploma or GED are 87% more likely to recidivate, whereas those who have earned their high school diploma or GED are just 47% more likely to recidivate. Further, according to an article by Gebhart, Mora-Ryan's in the Frontiers In Education Journal published in 2019, the study conducted found a significant positive direct correlation with student achievement and teachers who participated in collaborative meetings on student progress compared to teachers who did not participate.

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.

Teachers will collaborate weekly discussing student progress towards credit retrieval, credit gain, and class percentage of completion, along with necessary scaffolding for specific students.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Begin in August 2023, continue throughout the year

The testing coordinator, intervention team, and administration team will meet weekly to discuss testing data and identify students in need.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Begin in August 2023 and continue throughout the year

Credit retrieval and recovery, credit gain, and class percentage of completion will be continuously monitored throughout the years and disseminated to all educational staff.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Continuous throughout the year

The testing coordinator and interventionist will maintain spreadsheets tracking student achievement, necessary interventions, and future needs.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Continuously throughout the year.

Teachers will collaborate weekly discussing student progress towards credit retrieval, credit gain, and class percentage of completion, along with necessary scaffolding for specific students.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Begin in August 2023, continue throughout the year

The testing coordinator, intervention team, and administration team will meet weekly to discuss testing data and identify students in need.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Begin in August 2023 and continue throughout the year

Credit retrieval and recovery, credit gain, and class percentage of completion will be continuously monitored throughout the years and disseminated to all educational staff.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Continuous throughout the year

The testing coordinator and interventionist will maintain spreadsheets tracking student achievement, necessary interventions, and future needs.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Continuously throughout the year.

#3. Positive Culture and Environment specifically relating to Other

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 contractual changes taking place between the state of Florida, Florida Department of Juvenile Justice, and the School District of Osceola County this will be our sunset year at Heritage Park Academy. Maintaining staff moral and a positive school environment and culture will be imperative.

Measurable Outcome:

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

Administration will provide bimonthly team appreciation events or moral booster.

Monitoring:

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

Administration will conduct weekly check-ins, utilize climate surveys and monitor staff attendance and engagement.

Person responsible for monitoring outcome:

Karen Combs (karen.combs@osceolaschools.net)

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.)

Administration will provide bimonthly team appreciation events or moral booster.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to the Harvard Business Review's research, while many organizations (especially in the private sector) have traditionally used monetary incentives to boost employee morale and performance, recent research suggests that symbolic awards — interventions such as congratulatory cards, public recognition, and certificates — can significantly increase intrinsic motivation, performance, and retention rates.

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.

Administration team will identify dates and times throughout the school year for moral boosting activities.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: September 2023

Administration team will recognize and capitalize on moments when recognition and appreciation can be given.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Continuously throughout the year

#4. Instructional Practice specifically relating to Math**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.

Ensure high levels of mathematic achievement for all students. Due to significant classroom absences for students, the majority of students enter our facility significantly below grade level for mathematics and need additional rigorous instruction to meet academic goals.

Measurable Outcome:

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

Students will increase their EOY WINN scores by 10%, or a measurable improvement, from BOY to EOY.

Monitoring:

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

Students will be monitored per concept taught by teacher created assessments for mastery of content.

Person responsible for monitoring outcome:

Karen Combs (karen.combs@osceolaschools.net)

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.)

By utilizing avid strategies such as Cornell notes, mathematical discourse and hands-on learning such as foldables, students will improve their mathematics performance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Accomplished teachers deliberately structure opportunities for students to learn and develop appropriate mathematical discourse as the reason and solve problems. These teachers give students opportunities to talk

with one another, work together in solving problems, and use both written and oral discourse to describe and discuss their mathematical thinking and understanding, deepening their mathematical understanding and powerful ways. (National Board of Professional Teaching, standard six, "Thinking Mathematically").

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.

Teachers will review avid strategies pertaining to mathematic discourse.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: September 2023

1-2 Strategies selected for students and used for remainder of the year two times per week.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: October 2023

Teacher created assessments, student, state, and local assessment data, and EOY WINN test scores will be monitored for increased learning.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Continuously throughout the year

ESE/ELL low achievers will have an additional two times per week for support of strategies.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Continuously throughout the year

#5. Instructional Practice specifically relating to ELA**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.

Ensure high levels of learning for all students in literacy. Rationale: Many students, due to excessive absences, have significant gaps in literacy. A focus on literacy is needed for students to meet and exceed their personal educational goals.

Measurable Outcome:

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

Students will increase their EOY WINN Scores by 20% or a measurable improvement from BOY to EOY.

Monitoring:

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

Students will be monitored by standards-based assessments, state and local testing, and progress monitoring.

Person responsible for monitoring outcome:

Karen Combs (karen.combs@osceolaschools.net)

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.)

AVID's Critical Reading Process- pre reading, interacting with text, and extending text, will allow students to increase their reading skills.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Center on Reading Instruction gives five recommendations for literacy instruction- provide explicit instruction, a supportive practice, and increase the amount and quality of open sustained discussion of text, set, and maintain high standards for text, conversions, questions, and vocabulary, develop instructional methods that increase student engagement with text, and motivation for reading, and teach essential knowledge so that all students master crucial concepts (Center on Reading Instruction)

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.

Professional Development: Teachers will review content based AVID reading Instructional Strategies

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: September 2023

1-2 AVID strategies selected by the language arts teacher

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: October 2023

Strategies will be utilized 2x per week with students for the remainder of the school year.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Continuously throughout the year

WINN, classroom and state assessments will be monitored throughout the year for increased learning.

Person Responsible: [no one identified]

By When: Continuously throughout the year

ESE/ELL Low achievers will have an additional 2x per week of instruction for support of strategies.

Person Responsible: Karen Combs (karen.combs@osceolaschools.net)

By When: Continuously throughout the year

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).

n/a

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically related to Reading/ELA

n/a

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

n/a

Grades 3-5 Measurable Outcomes

n/a

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

n/a

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

n/a

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.

The SIP is disseminated through a variety of avenues including our SAC meetings, community meetings in conjunction with the facility, bimonthly student centered treatment teams and with students upon their entry and enrollment into the HPA Program. As a student enters the program, an initial meeting is conducted with an administrator to ensure the student’s understanding of the SIP as it pertains to their specific needs. Upon that student’s initial formal treatment team meetings, the SIP and specific education needs for that student are shared with all stakeholders to include, but not limited to the parents and caregivers, the juvenile probation officer and court system, therapists and therapeutic services, case management, juvenile justice facility personnel, and any providers relevant to that specific student included on the treatment team. Throughout the year, updates are provided to the treatment team members periodically as needed. Further, through periodic SAC meetings, updates are provided

regarding the SIP to all community stakeholders. Through periodic staff meetings and PLC meetings the SIP is disseminated to all school staff members and updated accordingly.

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))

The school builds positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of the students and keep parents informed of student progress through a variety of methods. Through bimonthly student centered treatment team meetings with all relevant stakeholders, all information and data pertaining to a specific student is shared with parents, families and stakeholders. Further, personal phone calls from and administrator are conducted with parents or juvenile probation officers as needed regarding academic successes or concerns. Quarterly, and in partnership with the juvenile detention program, we host family days. During this time, education staff and administrators are able to meet with family members and parents regarding specific needs of specific students and include parents in decision making.

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)

Several strategies will be utilized to strengthen the academic programming within the school, increase the amount and quality of learning and help provide an enriched and accelerated curriculum. These strategies will target school culture, targeted results in career and technical education programs, credit recovery and grade advancement, and targeted strategies to enhance and improve graduation rates. Through intentional interventions and targeted tutoring, our intervention program will work with specific students identified through data derived from a variety of assessments. The intervention coordinator, testing coordinator, school counselor and administrator will meet daily to discuss specific students in need, intervention plans, and assessment schedules. Further, through core classes, students will receive specific scaffolding and interventions regarding their specific needs be it for credit recovery, grade advancement, CTE or GED. As it pertains to driving targeted results in the career and technical education programs, the district CTE Resource provider will support our educator on an as needed basis and our TSL mentor will provide classroom management and assistance as needed. At the start of the academic year, the administrator and CTE Instructor will develop specific tasks to include teaching to the entrepreneurship and small business standards, specified time on task for GMetrix, and specified protocols and expectations regarding GMetrix performance. Further the administrator will provide bimonthly targeted feedback to our CTE instructor and continued guided support to include data discussions based upon student GMetrix performance and Certiport assessment data.

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))

Heritage Park is given resources and support from federal and state resources, and as well, adult education support and access to Career and Technical support with a dedicated CTE resource teacher to assist the career goals of the students and support the instructor.

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))

Through bimonthly student-centered treatment team meetings for every student within our program, our school counselor meets with all stakeholders pertinent to each specific student. This team includes but is not limited to parents and caregivers, the juvenile detention facility staff, case manager, therapists, juvenile probation officers and the courts, facility administration and school administration. Each student will receive tailored therapeutic services through the juvenile detention facility as well as case management, specialized support, and mentoring services.

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))

The school counselor will meet with each student individually regarding postsecondary opportunities, Florida Ready to Work and Xello: High school and Beyond Plan. Through Florida Department of Juvenile Justice standards, all students are required to participate in career and technical education and Florida Ready to Work. Currently, Heritage Park Academy actively offers the CAPE Industry Certification in Entrepreneurship and Small Business broadening secondary school students' access to coursework with the opportunity to create employment opportunities upon their release from the program. Further, the school counselor will work alongside the juvenile detention facility's case managers to assist will postsecondary placement opportunities and job placement for students as needed.

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).

In coordination with the juvenile detention facility service provider, the academic service provider will implement a school wide tiered model to assist in the prevention of and addressing problem behaviors. The juvenile detention facility utilizes a daily point system in which students are given the opportunity to earn points during each hour of their day. In order to progress through the facility program and earn their release, students must maintain and earn a predetermined number of points each day. As a behavioral partner with the juvenile detention facility, the education department will participate in this point system on a daily basis. Each teacher will maintain point sheets for each student to be turned in and shared with the facility transition coordinator at the end of each academic school day. These sheets will included comments from teachers if a student should fail to earn their points. Further, in the instance of gross misconduct, teachers and school staff will complete an Education Behavior Report to be turned in and shared with this student's case manager, the facility transition coordinator, academic administrator and facility administrator in order that a behavioral plan can be created with the student and their treatment team.

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))

The school district will provide a robust offering of professional learning opportunities specific to each educator and their professional needs, the latest curriculum specific to their subject areas, and the use of data specific to their subjects. The teachers will have the full support of the administrative team to

participate in any professional learning opportunity as the 2023-2024 academic year will be our sunset year working within the Florida Department of Juvenile Justice environment and all of the Heritage Park Academy school staff will be reabsorbed throughout the district for the 2024-2025 academic year.

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))

n/a

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: Instructional Practice: Career & Technical Education				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	2	0859 - Heritage Park Academy	Title, I Part D		\$2,000.00
			<i>Notes: Students will have access to the GED Ready tests to work towards a terminal degree through the GED test. In addition, students will have access to CTE certification exams including Agriculture Specialist 1 and Entrepreneurship and Small Business (ESB) in order to leave with an earned industry certification from the facility. GED Ready Tests and Industry Certification Exams will be purchased to ensure all students have access to exams and achieve attainment. The estimated number and amount for testing is variable based on incoming student needs and generally costs \$3.00 per GED voucher (x approximately 1,333 vouchers).</i>			
2	III.B.	Area of Focus: Graduation: Graduation				\$97,875.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	730	0859 - Heritage Park Academy	Title, I Part D		\$2,000.00
			<i>Notes: Students will have access to the GED Ready tests to work towards a terminal degree through the GED test. In addition, students will have access to CTE certification exams including Agriculture Specialist 1 and Entrepreneurship and Small Business (ESB) in order to leave with an earned industry certification from the facility. GED Ready Tests and Industry Certification Exams will be purchased to ensure all students have access to exams and achieve attainment. The estimated number and amount for testing is variable based on incoming student needs and generally costs \$3.00 per GED voucher (x approximately 1,333 vouchers).</i>			
	5100	100	0859 - Heritage Park Academy	Title, I Part D		\$11,400.00
			<i>Notes: Extra Pay. Students will have access to remediation and academic enrichment tutoring outside of regular school hours (additional funding - outside contract pay.)</i>			
	5100	210	0859 - Heritage Park Academy	Title, I Part D		\$1,546.00
			<i>Notes: Retirement: Students will have access to remediation and academic enrichment tutoring outside of regular school hours (additional funding - outside contract pay.)</i>			
	5100	220	0859 - Heritage Park Academy	Title, I Part D		\$875.00
			<i>Notes: Students will have access to remediation and academic enrichment tutoring outside of regular school hours (additional funding - outside contract pay.)</i>			

	6120	150	0859 - Heritage Park Academy	Title, I Part D	1.0	\$32,658.00
			<i>Notes: The Transition Program Assistant will allow for progress monitoring of goals and objectives along with ensuring academic progress toward achieving goals, including high school graduation and post-secondary enrollment.</i>			
	6120	210	0859 - Heritage Park Academy	Title, I Part D	1.0	\$4,432.00
			<i>Notes: Retirement for Transition program assistant</i>			
	6120	220	0859 - Heritage Park Academy	Title, I Part D	1.0	\$2,038.00
			<i>Notes: FICA. for The Transition Program Assistant</i>			
	6120	230	0859 - Heritage Park Academy	Title, I Part D	1.0	\$7,573.00
			<i>Notes: Group Insurance for Transition Program assistant.</i>			
	6120	100	0859 - Heritage Park Academy	Title, I Part D	0.4	\$26,640.00
			<i>Notes: The Transition Specialist will work with the student to analyze transcripts and meet with and complete a credit check on each student, creating an individual student plan to analyze transcripts and meet with and complete a credit check on each student, creating an individual student plan to analyze student goals and objectives regarding education and post-secondary enrollment and to ensure adequate progress and student performance while in the residential facility. Additional funding will be available for work outside of the school day to check on student progress after transition.</i>			
	6120	210	0859 - Heritage Park Academy	Title, I Part D	0.4	\$3,615.00
			<i>Notes: Retirement for : The Transition Specialist will work with the student to analyze transcripts and meet with and complete a credit check on each student, creating an individual student plan to analyze transcripts and meet with and complete a credit check on each student, creating an individual student plan to analyze student goals and objectives regarding education and post-secondary enrollment and to ensure adequate progress and student performance while in the residential facility. Additional funding will be available for work outside of the school day to check on student progress after transition.</i>			
	6120	220	0859 - Heritage Park Academy	Title, I Part D	0.4	\$2,038.00
			<i>Notes: FICA for: The Transition Specialist will work with the student to analyze transcripts and meet with and complete a credit check on each student, creating an individual student plan to analyze transcripts and meet with and complete a credit check on each student, creating an individual student plan to analyze student goals and objectives regarding education and post-secondary enrollment and to ensure adequate progress and student performance while in the residential facility. Additional funding will be available for work outside of the school day to check on student progress after transition.</i>			
	6120	230	0859 - Heritage Park Academy	Title, I Part D	0.4	\$3,060.00
			<i>Notes: Group Insurance for: The Transition Specialist will work with the student to analyze transcripts and meet with and complete a credit check on each student, creating an individual student plan to analyze transcripts and meet with and complete a credit check on each student, creating an individual student plan to analyze student goals and objectives regarding education and post-secondary enrollment and to ensure adequate progress and student performance while in the residential facility. Additional funding will be available for work outside of the school day to check on student progress after transition.</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
4	III.B.	Area of Focus: Instructional Practice: Math				\$8,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
	5100	510	0859 - Heritage Park Academy	Title, I Part D		\$8,000.00	
5	III.B.	Area of Focus: Instructional Practice: ELA					\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
	5100	520	0859 - Heritage Park Academy	Title, I Part D		\$6,000.00	
			<i>Notes: Students will have weekly access to a variety of text-related printed material including magazines, graphic novels, novels, non-fiction and test review materials that will encourage progress on the WIN assessments, reading comprehension, GED assessments and also to investigate and research potential careers.</i>				
					Total:	\$113,875.00	

Budget Approval

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

No