

Volusia County Schools

Riverview Learning Center



2016-17 Schoolwide Improvement Plan

Riverview Learning Center

801 N WILD OLIVE AVE, Daytona Beach, FL 32118

<http://myvolusiaschools.org/alternative-education/pages/riverview-and-highbanks-learning-centers.asp>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year	2017-18
Grade	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	33
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	35

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Riverview Learning Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We believe that all students should be provided an opportunity for educational success. Therefore, our mission is to assist in developing independent skills in students that promote graduation assurance through a structured alternative program during an unintentional break in the traditional school environment.

Alternative Education Strategies Include: Differentiated Instruction, Developing Individual Skills, Advocate Appropriately, Social Skills, Behavior Modification, Cornell Note-Taking, One Binder System, Goal Setting/Progress Monitoring, and Gradual Release Model

b. Provide the school's vision statement.

Our greatest contribution is to be sure that there is a teacher in the every classroom who cares that every student, every day, learns, grows and feels like a human being; they don't care until they know we care.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Records of all entering students are reviewed to determine academic needs as well as academic supports. Schedules are designed to meet the best suited needs of the student when he/she returns to their zone school. Every effort is made to reach out to families to encourage support and positive participation in their learning. Students are introduced to faculty and staff that will provide educational services during their stay. Students are indoctrinated in positive ways to seek help at each individual site so that they will learn to advocate for their needs. Expectations are reviewed on a regular basis and regular positive feedback is provided to meet goals for academics and behavior.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

School counselors at all sites set aside time to meet with new students when they enter to address needs and plan for success. Teachers and students work together to set daily, weekly, bi-weekly, and quarterly goals monitoring progress at regular intervals. Site school administrators recognize and celebrate individual student growth. Students are provided with access to adults that will listen when they need to speak with someone and listen to their concerns. Students are welcomed daily and wished well each afternoon.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Each site has a positive behavioral system that provides students with daily feedback. Behavior is monitored at specific intervals throughout the day. Behavior teams meet on a weekly or bi-weekly basis to recognize success and plan supportive interventions for students who need the additional. Behavior expectations are posted and regularly reviewed. At residential sites, faculty and staff meet

at regular intervals to ensure that we are being consistent and address necessary changes or improvements.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Teachers, counselors, and administrators work together to assist youth. Regular academic counseling is provided with additional access upon request. Residential programs pair each student with counselors for non-educational needs. Students participate in small group and individual counseling based on needs of current population

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Attendance at residential sites is very consistent. Program staff ensure that students arrive on time dressed and ready for the day. Support throughout the day is in place so that students are able to optimize their learning time. Due to the nature of the programs students are provided with access to counselors as needed throughout the school day. Behavioral interventions to redirect behavior rather than suspensions are employed. Many of our student learners are below level and require interventions for additional help and support.

Students at Riverview and Highbanks generally improve attendance from zone school, as the number of good days count towards returning to zone school. Every student in attendance have had at least one major suspension incident leading to a recommendation for expulsion. Every effort is made to provide a support system, utilizing positive behavioral supports rather than suspensions.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	1	3	1	2	0	1	8
One or more suspensions	0	0	0	0	0	0	0	1	0	1	1	0	1	4
Course failure in ELA or Math	0	0	0	0	0	0	0	1	1	1	2	0	0	5
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	3	0	0	0	0	3

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The baseline data reflect students exhibiting two or more indicators, as of June 2016 per district Early Warning System data base. Please note that we consider all Alternative Education students as "at

risk" and each individual child is addressed and monitored throughout their stay. Intervention strategies for EWS students are addressed through school leadership meetings, progress monitoring, and Professional Learning Communities. Riverview and Highbanks teacher teams meet on a weekly basis to address student behavioral and academic progress.

Teams at all residential program sites have regularly scheduled case management meetings (weekly or bi-weekly) to review the progress and address the needs of each student. Teams involve education and program staff to support the total child. For students exhibiting difficulties beyond those issues addressed by these groups, referral is made to the school's Problem Solving Team and the parent is invited so that individual interventions may be developed and monitored.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309464>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Alternative Education utilizes the School Advisory Council to secure and utilize resources that support our students in their achievements. Our membership includes the key decision makers involved with the programs in which our students participate, in addition to former educators and lay community advocates. We continue to reach out beyond our walls to connect the students to individuals and programs that will support them once they leave the Alternative Education Program.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Picott, Jerry	Principal
St. Clair Hines, Tracy	Assistant Principal
Elmore, Michael	Assistant Principal
Harrell, Maurice	Dean
Pelletier, Rebecca	School Counselor
Cotto, Maggie	Assistant Principal
Plummer, Michael	Teacher, Career/Technical
OConnell, Callista	Other
Robinson, Shirley	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Alternative Education Leadership Team met during the Summer to assemble colleagues with diverse skills and knowledge for enriched training, collaborative dialogue, and valuable input towards achieving the Alternative Education Program's goal. The overall purpose of the team with the final approval of the School Advisory Council (SAC) is to develop and monitor the School Improvement Plan that supports continuous growth, learning, and overall student achievement. The team was provided Florida Standards Assessments, District Interim Assessments, Summative Semester Tests, Volusia Literacy Tests, behavioral, and attendance data on: Tier 1, Tier 2, and Tier 3 targets; academic and social/emotional areas that needed to be addressed to set clear expectations for instruction (Rigor, Relevance, Relationships); facilitated the development of a systematic approach for teacher direct instruction, Digital Learning, Essential Questions, Activating Teaching Strategies and Interventions, Extending, Refining and Summarizing; and aligned processes and procedures.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Riverview Learning Center Leadership Team functions as a Multi-Tiered Systems of Support (MTSS) and a natural extension of the school's Problem Solving Team (PST). The school's PST includes Response To Intervention (Rtl) as an explicit step of problem solving and addresses individual, class, grade-level, and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principals, school psychologist, behavioral specialist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/Rtl implementation, parent input is actively sought to enhance student outcomes. The school's leadership team will focus on PS/Rtl meetings around two PLC Essential Questions: 1) "How do will we respond when they have not learned it?" and 2) "How do will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; monitor and document the rate of academic and behavioral growth of all students; make adjustments in instructional techniques and provide extensive interventions, differentiated instruction, modified blended/digital learning for all students in the classroom through whole and small-group settings, established in addition to school-wide screening schedule, such as review of reading (FAIR Assessment, SRI, Odyssey pre-post assessments) and math data, minimally three times per year to

identify each student's level of proficiency; document interventions and measured growth in the Academic Improvement Plan (AIP) and/or the Behavioral Intervention Plan (BIP) and identify students who continue to fall below expectations on critical measures of performance for additional supports. The MTSS/Rtl team works in conjunction with the Professional Learning Communities (PLC), the Problem Solving Team (PST) and the ESE Behavioral Support Team (BST), review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not performing at least proficient on required standards. For those students who are identified as at-risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectation, enrichment activities are in place to ensure acceleration of learning. Based on the above information, the leadership team, teachers, and SAC will identify priority professional development supports for the SIP. These needs will drive professional development and allocation of resources. The team will collaborate, solve challenges, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions related to implementation.

Under Title I Part A, our schools work with outside agencies that provide specific services to identified children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I in Alternative Education include: Supplemental Instruction Teachers to provide interventions and support learner needs as they access the Odyssey Online curriculum; Teachers of Exceptional Student Education who facilitate learner accommodations and/or based upon need modifications. Reading Intervention Teachers to provide interventions for students in need; Transition Specialist to facilitate transition counseling services for transitioning students back into the district schools with a plan-of-action to ensure academic and social success; Technology specialist to coordinate use of software and hardware to enhance instruction, System Operators for the purpose of monitoring compliance with district curriculum guidelines, Paraprofessionals for support in the classroom, Supplemental materials and supplies needed to close the achievement gap, Supplemental funds for on-going staff development as determined by the results of student data.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Downing, Carol	Business/Community
Paul Finn	Business/Community
Maurice Harrell	Teacher
Becky Pelletier	Teacher
Mike Plummer	Teacher
Trace Hines	Principal
Ann MacPherson	Business/Community
Tim Midgette	Teacher
Sharon Hamel	Education Support Employee
Jerry Picott	Principal
Prince, Heather	Business/Community
Schroeder, Valerie	Business/Community
Towle, Priscilla	Business/Community
Robinson, Shirley	Teacher
Michael Schervish	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Riverview Learning Center
 SIP Data Report August 2016

2016-17 SIP Goal

If students are enrolled in credited curriculum, presented with fidelity for more than 20 days in a specific quarter, then students will be on target to complete at least 75% of their coursework with proficiency.

*This goal has been partially achieved. However, the desired progress is being made to accomplish the goal.

Evidence:

*Riverview's lowest quartile students have been identified and interventions/ accommodations are provided as needed. Each student and teacher meet regularly to review their plan-of-action developed for each student. This strategy ensures students who need extra consistent adult intervention as a resource for consistent organizational skills, support, and positive reinforcement.

*Riverview's lower quartile students have been rewarded incentives based on academic growth behavior, and improvement in Odyssey Online Instruction, activities, lessons, and quizzes.

*At Riverview, students can have tangible rewards for increased effort and improvement in all core area subjects. This is accomplished through frequent assessments throughout Odyssey, individualized classroom instruction utilizing the Gradual Release Model and differentiated instruction.

*Riverview students completed 193 courses during the 4th Quarter with 139 courses being completed with proficiency ("C" or better) for 72.6% completion with proficiency this data was extrapolated from the teacher grade distribution report (STD_C00203) based on courses completed with a letter grade from "A" to "F" the F's and D's were removed to determine percentages "I's" were not counted as they are courses not completed but are ongoing and data will be re-examined after interventions to determine additional student achievement if applicable. (CrossPointe Data 6/14/2016)

Progress Monitoring

What does the data indicate about core instruction and/or supports (intervention)? Consider Professional Development, Cornell Note-taking, Growth Mindset, Technology, Blended Learning, Differentiated Learning, Gradual Release Model, etc... peruse our SIP Implementation Timeline (attached above)

In summation, the continuous efforts of our teachers, parents, administrators, and Leadership Team aid our plan-of-action to ensure on-going Professional Learning Communities (PLC), Common Core Curriculum support, and intervention/accommodations initiative. GradeBook (Odyssey), formative, and summative assessments, modified blended learning, differentiated instruction, project-based instruction and Odyssey Lab intervention, all of which, provide meaningful support and intervention for all Riverview students, particularly lower quartile disadvantaged students.

***Finally, please find attached for your perusal the Title I Intervention Plan included in the 2015-16 School Improvement Plan and the 2016-17 Title I Budget Allocation sheet utilized to monitor funds spent throughout this fiscal year.

b. Development of this school improvement plan

One SAC supports the six Alternative Education Programs serviced by Volusia County Schools. These include G4S Youth Services, Highbanks Learning Center, Riverview Learning Center, Stewart Marchman Act Behavioral (RAP), Volusia Regional Juvenile Detention Center and Volusia County Department of Corrections. Last year SAC reviewed data regarding our specific students, heard input from teachers and students, and came to consensus on an agreed upon plan. Following a step zero leadership session shared with teachers. All sites combined in a work group for 8 step planning and problem solving to accomplish the goals. Our SAC met this school and approved us moving forward unanimously.

c. Preparation of the school's annual budget and plan

The school's annual budgets and plan are shared for input and discussion at the first SAC meeting of the year. Updates on the school's budgets, spending, and progress indicators are presented at each meeting.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

In years past, the SAC approved incentives to encourage course completions and regular attendance in the classrooms. Last year no funds were allocated.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Cotto, Maggie	Teacher, Adult
Elmore, Michael	Assistant Principal
St. Clair Hines, Tracy	Assistant Principal
Engelman-Ferguson, Elizabeth	Teacher, K-12
Finn, Kym	Teacher, K-12
McKay, Harold	Teacher, K-12
Picott, Jerry	Principal
Schervish, Michael	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Major initiatives for the Literacy Leadership Team will be the analysis of qualitative/quantitative student data (i.e. reviewed regularly to understand/track all students' learning and progress through VLT writing samples; observations; ongoing informal and formal district assessments and intensive writing integration). The LLT will assist in the understanding and implementation of the Language Arts Florida Standards and their measurement. The LLT will also encourage professional study and collaborative dialogue for teachers through professional books and internet research. The LLT encourages and supports our annual participation in the Literacy Fair and seeks out additional venues to display our students' work.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Each School for displacement operates a site Professional Learning Community. Highbanks and Riverview Learning Centers meet as a department to conduct progress monitoring activities to review student progress and provide an intervention plan-of-action, differentiated instruction, determine learning styles of each individual student, and exchange instructional best practices for 21st Century Learning.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The administration will provide leadership mentoring opportunities, on-site staff development, PLC activities, provide information regarding staff development activities available on-line and in the community, participate in district recruitment fair, teacher recognition, arrange classroom visitations. PLC Group Leaders will provide and support PLC activities and networking, while Curriculum AP/Department Chairs will provide information regarding content area specific information. Finally, LLT will provide individual and group staff development regarding literacy strategies.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

At this time, pairings and planned mentoring activities are not being utilized at this time. Future pairings would provide mentoring opportunities. However, teachers new to the Alternative Education Program may access classroom visitations and partner with subjects alike for extended professional growth.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers utilize the district's curriculum maps based upon LAFS, MAFS, & NGSSS to guide and support the use of the Odyssey Online Platform to deliver instruction to students. Reading and Intensive Reading are offered at each site.

Teachers scaffold supports based upon student needs while providing additional small group or individual instruction and utilizing alternate materials.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The nature of our programs present us with a population in need. Every student entry begins with a records review. Teachers and counselors work together to create an educational support system that allows for student progression. Teachers and students plan and monitor educational goals together. PLCs involve each sites' department chair, general education, and ESE teachers, which puts the resources together. They meet regularly and monitor student progress across the curriculum increasing supports where needed. Formal problem-solving strategies are put in place as needed. Students with disabilities have plans that are reviewed and necessary itinerant district resources brought in to support and enhance those at each site. Administrators from all sites meet regularly to identify needs and provide supports.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 2,160

Students at Riverview and Highbanks Learning Centers that qualify for summer programs are returned to their zoned school's plan for opportunities.

However, students in designated Alternative Education sites are provided extended year education programs that operate throughout traditional periods and summer. These programs are designed to maximize student access to the self-paced curriculum for advancement or retrieval of credits. Additionally, literacy programs are in place year-round to expand student reading and writing skills. This summer program, following the tradition 2016 school year, was designed to increase student access to credit programs, expand career education opportunities and increase literacy. Our trial program this year added 4320 minutes.

Strategy Rationale

Students at DJJ & RAP program are residential year round. The structure of the educational program allows them to continue learning and close the gap in their instruction needs.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Picott, Jerry, jlpicott@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Course Completions

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The Alternative Education School Counselor provides a systematic approach to place students returning to district schools at all sites where the student is enrolled long term (one quarter or more) to communicate academic and behavioral growth in the program. Most of the transitional information is exchanged through the use of email and student CrossPointe files. However, sending schools are invited to reach out to their student through a teacher to teacher exchange as well.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Each individual site school counselor meets with students to review graduation requirements and develop a course of student designed to meet the individual needs of the student future goals.

Educational counseling sessions are based upon the goals of the student developing a plan A, B, or C.

Graduating seniors and students seeking alternate exit options are encouraged to explore programs providing a course of study in their desired field/area. Pros and cons of the various program focus on the realities of cost, distance, and requirements. Students are enabled to make a consumer decision and applications processes in place for articulation.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

All school sites offer students elective courses in technology and/or career study. Many of these courses focus on job skills. A daily focus of the school is for teachers and students to ask each other, “why are we learning this?” to ensure that instruction is always relevant. Teachers are also provided reading materials and “bell ringers” that are based on current events.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

A variety of strategies has been implemented to prepare high school students for post-secondary education and employment. Specific programs and or initiatives that are used at the zone school and district level: Dual Enrollment Early College Career Academies High School Showcase Career and Technical Education Classes Advanced Placement Opportunities IB College Expo Making High School Count Programs Making College Count Programs College Tours College Rep Visits.

Florida Choices program is used to aid students in discovering learning style, leadership style, and career exploration.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

A variety of strategies has been implemented to prepare high school students for post-secondary education and employment. Specific programs and or initiatives that are used at the zone school and district level: Dual Enrollment Early College Career Academies High School Showcase Career and Technical Education Classes Advanced Placement Opportunities IB College Expo Making High School Count Programs Making College Count Programs College Tours College Rep Visits

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If students are enrolled in credited curriculum, presented with fidelity, for more than 20 days in a specific quarter, then students will be on target to complete at 75% of their coursework with proficiency.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If students are enrolled in credited curriculum, presented with fidelity, for more than 20 days in a specific quarter, then students will be on target to complete at 75% of their coursework with proficiency. 1a

 G083400

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Students are poor readers
- Students come from crisis situations
- Students come with weak self- esteem
- Students lack positive relationships building skills with adults
- Students have trust issues,
- Schools' lack of substantial budget
- Lack of parent support due to short period of time the students are with our program or distance from home to school.
- Students have poor attendance history
- Students have missed relevant learning opportunities prior to entry
- Lack of family economics
- Lack of family
- High Transiency
- As technology enhancements occur, continuous professional support is required.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reduced teacher pupil ratio full staff involvement
- School Counselors
- Full staff involvement
- Orientation to program provided by placement specialist
- ESE AP
- Read 180 for Tier 1 students/Reading Edge for Tier 2 students/Odyssey Skills for Reading practice & Teengagement
- Student engagement through relevant competency based self-paced materials
- Students need to successfully complete program
- Title I A & D dollars to support initiatives
- ESOL Program Supports
- Career & Technology Teacher
- Program Support for Emotional/Behavioral Needs
- Behavior Specialist

- Social Worker
- Collaboration with Home Zone schools for individual needs of student
- Collaboration with Daytona State
- Department PLC Weekly Meetings
- Progress Monitoring Tools
- Student's nutritional needs being met through free breakfast for all

Plan to Monitor Progress Toward G1. 8

Track quarterly completion rates

Person Responsible

Michael Elmore

Schedule

Quarterly, from 9/15/2016 to 5/15/2017

Evidence of Completion

Completed Chart

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If students are enrolled in credited curriculum, presented with fidelity, for more than 20 days in a specific quarter, then students will be on target to complete at 75% of their coursework with proficiency. **1**

 G083400

G1.B1 Students are poor readers **2**

 B221097

G1.B1.S1 Build vocabulary **4**

 S233377

Strategy Rationale

Students require explicit instruction in new vocabulary to enhance comprehension of content material

Action Step 1 **5**

Provide explicit instruction and school-wide initiative to introduce new vocabulary - I do phase

Person Responsible

Maggie Cotto

Schedule

Daily, from 8/15/2016 to 5/15/2017

Evidence of Completion

Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do phase

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom coaching and follow up

Person Responsible

Jerry Picott

Schedule

Biweekly, from 8/22/2016 to 5/15/2017

Evidence of Completion

Teacher's use of strategy

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrative walk through or classroom observation to target vocabulary instruction

Person Responsible

Jerry Picott

Schedule

Monthly, from 8/15/2016 to 5/15/2017

Evidence of Completion

VSET documentation

G1.B1.S2 Utilize gradual release to implement Cornell Note Taking Strategy 4

S233378

Strategy Rationale

Hattie's Effect Size Self verbalization/Self Questioning .64 Study Skills .63

Action Step 1 5

Provide students with Cornell note taking strategies in all content areas for intervention and organization.

Person Responsible

Maggie Cotto

Schedule

Weekly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Teachers utilize Cornell note-taking strategies to scaffold supports based upon student needs while providing additional small group or individual instruction and utilizing alternate materials.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Students utilize Cornell Note taking strategies

Person Responsible

Elizabeth Engelman-Ferguson

Schedule

Weekly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Student notebooks

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Why Try Initiatives for Student Social Development

Person Responsible

Elizabeth Engelman-Ferguson

Schedule

Monthly, from 9/12/2016 to 5/15/2017

Evidence of Completion

Comprehensive Why Try Syllabus that combines the best Why Try activities with Social Elements and Careers and Financial Literacy

G1.B2 Students come from crisis situations 2

B221098

G1.B2.S1 4

S233379

Strategy Rationale

Action Step(s) Missing for Goal #1, Barrier #2, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G1.B4 Students lack positive relationships building skills with adults **2**

 B221100

G1.B4.S1 Positively reinforce each student daily using contingent and non-contingent praise, Model positive behaviors for the students to emulate, Teachers make positive phone calls to parents on a regular basis. **4**

 S233381

Strategy Rationale

Action Step 1 **5**

Use contingent and non-contingent praise every day with each student

Person Responsible

Jerry Picott

Schedule

Daily, from 8/15/2016 to 5/15/2017

Evidence of Completion

Behavior Observations

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Digital Learning Teacher Leader Technology Initiatives

Person Responsible

Maggie Cotto

Schedule

Daily, from 8/15/2016 to 5/15/2017

Evidence of Completion

Teacher lead providing teachers with 21st Century Learning strategies and instructional development

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B4.S2 Teaching students social skills for positive participation in a variety of settings and activities

4

 S233382

Strategy Rationale

Action Step(s) Missing for Goal #1, Barrier #4, Strategy #2
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Delegates develop and implement ERPL for Alt Ed Staff

Person Responsible

Michael Schervish

Schedule

Semiannually, from 8/15/2016 to 5/15/2017

Evidence of Completion

Participants will submit action plan to implement strategies with students

G1.B8 Students have poor attendance history **2**

 B221104

G1.B8.S1 **4**

 S233383

Strategy Rationale

Action Step(s) Missing for Goal #1, Barrier #8, Strategy #1
Complete one or more action steps for this Strategy or de-select it

G1.B9 Students have missed relevant learning opportunities prior to entry **2**

 B221105

G1.B9.S1 Utilizing gradual release method provide students access to self-paced, competency based curriculum **4**

 S233384

Strategy Rationale

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B9.S1 **6**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Person Responsible

Schedule

Evidence of Completion

G1.B9.S2 Establish goals for students to reach on a daily, weekly basis 4

S233385

Strategy Rationale

Action Step 1 5

Science Technology Engineering Mathematics Initiatives to grow in best instructional practices and student achievement.

SC912.N.1.1. & N.1.4. Design a project on an earth or space topic. Use tools to measure and determine characteristics. Collect, analyze, and interpret data.

SC912.E.5.4. Compare and Contrast the general composition, mass, and size of the sun and its planets.

SC912.E.5.5. Explain how planetary systems form.

SC.K12.CS-CS.1.2. Describe how models and simulations can be used to solve real-world issues in science and engineering.

SC.K2.CS-CS.2.3. Solve real life issues in science and engineering using computational thinking.

SP.PK12.US.3.5. Use instructional and assistive technology to locate and access information.

SP.PK12.US.3.7. Apply skills and strategies to use technology effectively to locate reliable information.

LAFS.8.W.2.6. Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas as well as to interact and collaborate with others.

SC.8.E.5.3. Distinguish the hierarchical relationship between planets, stars, moons, and comets by comparing distance, relative size, and general composition.

Person Responsible

Maggie Cotto

Schedule

Every 2 Months, from 8/15/2016 to 5/15/2017

Evidence of Completion

Passing quarterly grade

Plan to Monitor Fidelity of Implementation of G1.B9.S2 6

Monitor overall student success

Person Responsible

Maggie Cotto

Schedule

Weekly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Student Progress Monitoring Reports

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7

Provide feedback to teachers

Person Responsible

Jerry Picott

Schedule

Quarterly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Minutes of PLC meetings

G1.B9.S3 Utilize differentiated instruction for content, process, product, affect and learning environment

4

 S233386

Strategy Rationale

Action Step 1 5

Provide ERPL on Differentiated Instruction for Interventions and Accommodations

Person Responsible

Jerry Picott

Schedule

Monthly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Highbanks and Riverview Learning Centers meet as a department to conduct progress monitoring activities to review student progress and provide an intervention plan-of-action, differentiated instruction, determine learning styles of each individual student, and exchange instructional best practices for 21st Century Learning.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B4.S1.MA1 M303431	[no content entered]		No Start Date		No End Date one-time
G1.B9.S1.MA1 M303434	[no content entered]		No Start Date		No End Date one-time
G1.B9.S1.MA1 M303435	[no content entered]		No Start Date		No End Date one-time
G1.B9.S1.A1 A299145	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M303438	Track quarterly completion rates	Elmore, Michael	9/15/2016	Completed Chart	5/15/2017 quarterly
G1.B1.S1.MA1 M303427	Administrative walk through or classroom observation to target vocabulary instruction	Picott, Jerry	8/15/2016	VSET documentation	5/15/2017 monthly
G1.B1.S1.MA1 M303428	Classroom coaching and follow up	Picott, Jerry	8/22/2016	Teacher's use of strategy	5/15/2017 biweekly
G1.B1.S1.A1 A299142	Provide explicit instruction and school-wide initiative to introduce new vocabulary - I do phase	Cotto, Maggie	8/15/2016	Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do phase	5/15/2017 daily
G1.B4.S1.MA1 M303432	Digital Learning Teacher Leader Technology Initiatives	Cotto, Maggie	8/15/2016	Teacher lead providing teachers with 21st Century Learning strategies and instructional development	5/15/2017 daily
G1.B4.S1.A1 A299144	Use contingent and non-contingent praise every day with each student	Picott, Jerry	8/15/2016	Behavior Observations	5/15/2017 daily
G1.B1.S2.MA1 M303429	Students utilize Cornell Note taking strategies	Engelman-Ferguson, Elizabeth	8/15/2016	Student notebooks	5/15/2017 weekly
G1.B1.S2.MA2 M303430	Why Try Initiatives for Student Social Development	Engelman-Ferguson, Elizabeth	9/12/2016	Comprehensive Why Try Syllabus that combines the best Why Try activities with Social Elements and Careers and Financial Literacy	5/15/2017 monthly
G1.B1.S2.A1 A299143	Provide students with Cornell note taking strategies in all content areas for intervention and...	Cotto, Maggie	8/15/2016	Teachers utilize Cornell note-taking strategies to scaffold supports based upon student needs while providing additional small group or individual instruction and utilizing alternate materials.	5/15/2017 weekly
G1.B4.S2.MA1 M303433	Delegates develop and implement ERPL for Alt Ed Staff	Schervish, Michael	8/15/2016	Participants will submit action plan to implement strategies with students	5/15/2017 semiannually
G1.B9.S2.MA1 M303436	Provide feedback to teachers	Picott, Jerry	8/15/2016	Minutes of PLC meetings	5/15/2017 quarterly
G1.B9.S2.MA1 M303437	Monitor overall student success	Cotto, Maggie	8/15/2016	Student Progress Monitoring Reports	5/15/2017 weekly
G1.B9.S2.A1 A299146	Science Technology Engineering Mathematics Initiatives to grow in best instructional practices and...	Cotto, Maggie	8/15/2016	Passing quarterly grade	5/15/2017 every-2-months
G1.B9.S3.A1 A299147	Provide ERPL on Differentiated Instruction for Interventions and Accommodations	Picott, Jerry	8/15/2016	Highbanks and Riverview Learning Centers meet as a department to conduct progress monitoring activities to review student progress and provide an intervention plan-of-action, differentiated instruction, determine	5/15/2017 monthly

Volusia - 5434 - Riverview Learning Center - 2016-17 SIP
Riverview Learning Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				learning styles of each individual student, and exchange instructional best practices for 21st Century Learning.	

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If students are enrolled in credited curriculum, presented with fidelity, for more than 20 days in a specific quarter, then students will be on target to complete at 75% of their coursework with proficiency.

G1.B1 Students are poor readers

G1.B1.S1 Build vocabulary

PD Opportunity 1

Provide explicit instruction and school-wide initiative to introduce new vocabulary - I do phase

Facilitator

Stevenson/Cotto/Engelman-Fergusen/Stolte/O'Connell

Participants

All instructional personnel

Schedule

Daily, from 8/15/2016 to 5/15/2017

G1.B9 Students have missed relevant learning opportunities prior to entry

G1.B9.S2 Establish goals for students to reach on a daily, weekly basis

PD Opportunity 1

Science Technology Engineering Mathematics Initiatives to grow in best instructional practices and student achievement. SC912.N.1.1. & N.1.4. Design a project on an earth or space topic. Use tools to measure and determine characteristics. Collect, analyze, and interpret data. SC912.E.5.4. Compare and Contrast the general composition, mass, and size of the sun and its planets. SC912.E.5.5. Explain how planetary systems form. SC.K12.CS-CS.1.2. Describe how models and simulations can be used to solve real-world issues in science and engineering. SC.K2.CS-CS.2.3. Solve real life issues in science and engineering using computational thinking. SP.PK12.US.3.5. Use instructional and assistive technology to locate and access information. SP.PK12.US.3.7. Apply skills and strategies to use technology effectively to locate reliable information. LAFS.8.W.2.6. Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas as well as to interact and collaborate with others. SC.8.E.5.3. Distinguish the hierarchical relationship between planets, stars, moons, and comets by comparing distance, relative size, and general composition.

Facilitator

DLTL Teacher

Participants

All teachers and students

Schedule

Every 2 Months, from 8/15/2016 to 5/15/2017

G1.B9.S3 Utilize differentiated instruction for content, process, product, affect and learning environment

PD Opportunity 1

Provide ERPL on Differentiated Instruction for Interventions and Accommodations

Facilitator

VCS Early Release Professional Learning

Participants

All faculty

Schedule

Monthly, from 8/15/2016 to 5/15/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Provide explicit instruction and school-wide initiative to introduce new vocabulary - I do phase				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5434 - Riverview Learning Center			\$500.00
			5434 - Riverview Learning Center			\$0.00
2	G1.B1.S2.A1	Provide students with Cornell note taking strategies in all content areas for intervention and organization.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5434 - Riverview Learning Center			\$200.00
3	G1.B4.S1.A1	Use contingent and non-contingent praise every day with each student				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$0.00
			<i>Notes: Student Incentives</i>			
4	G1.B9.S1.A1					\$0.00
5	G1.B9.S2.A1	Science Technology Engineering Mathematics Initiatives to grow in best instructional practices and student achievement. SC912.N.1.1. & N.1.4. Design a project on an earth or space topic. Use tools to measure and determine characteristics. Collect, analyze, and interpret data. SC912.E.5.4. Compare and Contrast the general composition, mass, and size of the sun and its planets. SC912.E.5.5. Explain how planetary systems form. SC.K12.CS-CS.1.2. Describe how models and simulations can be used to solve real-world issues in science and engineering. SC.K2.CS-CS.2.3. Solve real life issues in science and engineering using computational thinking. SP.PK12.US.3.5. Use instructional and assistive technology to locate and access information. SP.PK12.US.3.7. Apply skills and strategies to use technology effectively to locate reliable information. LAFS.8.W.2.6. Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas as well as to interact and collaborate with others. SC.8.E.5.3. Distinguish the hierarchical relationship between planets, stars, moons, and comets by comparing distance, relative size, and general composition.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Volusia - 5434 - Riverview Learning Center - 2016-17 SIP
Riverview Learning Center

			5434 - Riverview Learning Center			\$500.00
6	G1.B9.S3.A1	Provide ERPL on Differentiated Instruction for Interventions and Accommodations				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5434 - Riverview Learning Center			\$250.00
Total:						\$1,450.00