Volusia Regional Juvenile Detention Center

2016-17 Schoolwide Improvement Plan

Volusia Regional Juvenile Detention Center

3840 OLD DELAND RD, Daytona Beach, FL 32124

http://myvolusiaschools.org/alternative-education/pages/department-of-juvenile-justice-sites.aspx

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	No	39%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	67%

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

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 Volusia Regional Juvenile Detention 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 with opportunities 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, Goal Setting, Progress Monitoring, and Gradual Release Model.

b. Provide the school's vision statement.

Our greatest contribution is to be sure that every stakeholder ensures every student learns, grows and
feels respected; 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.

Each entering student's records are reviewed to determine academic needs as well as academic supports provided through IEP/BIP, 504 Plan or LEP. Schedules are designed to provide the softest landing when the student returns to 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 be providing their services during their stay. Students are indoctrinated in positive ways to seek help at each 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 counselor set aside time to meet on new students during their week of entry to address needs and plan for success. School counselor is available as needed for individual conferences through student request. Teachers and students work together to set daily and/or weekly goals monitoring progress at regular intervals. School administrators recognize and celebrate student growth. Students are provided with access to adults that will listen when they just need to be heard. Students are welcomed daily and wished well each afternoon. As this is a residential site, teachers, counselors and administration participate in weekly program events that celebrate individual and groups of students.

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.

Our 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 biweekly

basis to recognize success and plan supportive interventions for students who need the additional. Behavior expectations are posted and regularly reviewed. As this is a residential site, faculty meet weekly/biweekly as a team to monitor progress ensure that we are being consistent and address necessary changes or plan additional supports. School counselor acts as a liaison to the treatment team where the needs of the total child are addressed.

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. Through the DJJ program, all students are screened for mental health needs upon entry to address immediate social emotional needs. Students participate in individual counseling based on needs and are referred for additional services. DJJ nursing staff provide additional levels of screening to ensure wellness.

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 our residential site 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

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	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	

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 September 2016 per district Early Warning System data base. Please note that we consider all students at risk due to their placement at VCRJDC and each individual child is addressed and monitored throughout their stay. Intervention strategies for EWS students are addressed through school leadership and Professional Learning Communities meetings. Teacher teams meet on a weekly basis to address student behavioral and academic progress. The counselor and meets with VCRJDC program staff in regularly scheduled case management meetings to review the progress and address the needs of each student. Teams develop education and program interventions to support the total child. Due to the average 2 week stay, for students exhibiting difficulties beyond issues addressed by these groups, referral is made to the appropriate outside agency and the parent involved so that individual interventions may be developed and monitored for success when the student returns to the community.

B. Family and Community Engagement

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

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

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Open House event gives parents an orientation to the education program. Positive Postcards go out weekly. Each core subject area teachers writes a post card home describing something special about one or more of their students. 5 families are touched in this way weekly. Connect Ed phone calls go out to each family weekly. The phone calls introduce the program and explain some of the highlights of what we offer students. We have positive contacts with families of students with exceptional needs, meeting with families for plan reviews as needed. Additional Connect Ed messages and mailings provide up to date information regarding open house, school improvement and other educational information.

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.

Weekly Mini-Treatment Team meetings occur at the VRJDC to address individual students regarding medical alerts, behavioral needs, mental health concerns, court dates and dispositions as well as educational needs/progress. Support and additional information is often generated and shared at this event on behalf of the child.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 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
Schervish, Michael	Assistant Principal
Harrell, Maurice	Dean
OConnell, Callista	Other
Pelletier, Rebecca	School Counselor
Plummer, Michael	Instructional Technology
Robinson, Shirley	School Counselor
Cotto, Maggie	Teacher, Adult

b. Duties

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

The SLT Team met with the School Advisory Council (SAC) and
principal to help develop the SIP. The team provided data on: Tier 1, Tier 2, and Tier 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationships); facilitated the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, 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 school's MTSS Leadership Team functions as a natural extension of the school's Problem Solving
Team (PST). The school's PST includes Response To Intervention (RtI) as an explicit step of problem solving and addresses individual as well as class, gradelevel,
and schoolwide
issues. The PST is
embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principals, school psychologist, speech/language clinician, school counselor, school social worker, and
ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC Essential Questions: 1) "How do will we

respond when they don't learn?" 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 for all students in the classroom through whole

and small group differentiated instruction, establish schoolwide screening schedule, such as review of reading (FAIR Assessment, SRI, Odyssey prepost 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 lag behind the group on critical measures of performance for additional supports. The MTSS/RtI 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 meeting benchmarks. For those students who are 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 needs for SIP. These needs will drive professional development and allocation of resources. The team will solve, share effective practices, evaluate implementation, make decisions and practice new process 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 targeted 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. Under Title I Part D, Neglected and Delinquent Youth are provided with

supports to access instruction in their residential settings.

Programs supported by Title I in Alternative Education include: Supplemental Instruction Teachers to provide interventions and support learner needs as they access the 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 exiting students back into the district schools with a transition

plan 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 ongoing 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
Paul Finn	Business/Community
Carol Downing	Business/Community
David Fitzgerald	Business/Community
Sharon Hamel	Education Support Employee
Maurice Harrell	Teacher
Paul Hatto	Business/Community
Trace Hines	Principal
Rebecca Pelletier	Teacher
Jerry Picott	Principal
Michael Plummer	Teacher
Heather Prince	Business/Community
Mike Schervish	Principal
Valerie Schroeder	Business/Community
Shirley Robinson	Teacher
Priscilla Toole	Business/Community
Glenda Coursen	Education Support Employee
Maggie Sewell	Education Support Employee
Javonte Crenshhaw	Business/Community
Treva-Lee Lewis	Business/Community
Carolyn Horne	Business/Community
Jim Pelletier	Business/Community

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

Last year SAC reviewed data regarding our specific students quarterly. We exceeded our goal in each
quarter.

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 RAP, Volusia Juvenile Detention Center and Volusia Department of Corrections. Last year
SAC reviewed data regarding our specific students, heard input from teachers and students, and came
to consensus for the focus of this 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 September 16, 2016 and approved us moving forward unanimously for public input and
electronic voting for our plan.

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

The schools annual budgets and plan are shared for input and discussion at the first SAC meeting of the year. Updates on the schools 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.

Last year, our SAC approved incentives to encourage course completions and regular attendance in the classrooms

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
Finn, Kym	Teacher, K-12
McKay, Harold	Teacher, ESE
Pelletier, Rebecca	School Counselor
St. Clair Hines, Tracy	Assistant Principal
Picott, Jerry	Principal
Davila, Bernadette	Teacher, K-12
Keller, Bryan	Teacher, K-12
Rooney, Natalie	Teacher, K-12
Elmore, 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 writing samples; observations; ongoing informal and formal 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 for teachers through professional learning community. 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. § 6314(b)(1)(D).

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

VCRJDC operates a schoolwide Professional Learning Community that meets weekly. The activities of this team are to review and expand parent involvement initiatives, progress monitoring, student literacy, student vocabulary, social skills and career instruction as well as course completion success strategies.

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

Administration will provide leadership opportunities, onsite staff development, PLC activities, provide information regarding staff development activities available online 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 through PLC, faculty meetings and ERPL.

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

There are no new pairings at this facility. We have a tenured teacher new to the facility and all have stepped up to welcome and acclimate him.

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 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' instructional leader, 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. Leadership team with representatives from all sites meets 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:** 18,000

Students continue the same rigorous academic and behavioral program as the 180 day school year. The year extends during traditional breaks so that students may close achievement gaps.

Strategy Rationale

Students assigned to DJJ residential facilities must attend a 240 day program.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
St. Clair Hines, Tracy, thines@volusia.k12.fl.us

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

FTE is reported. Students attending 5 or more days receive withdrawal grades. PLCs meet weekly to determine student progress.

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. § 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.

A counselor to counselor approach is in place for 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 program. As temporary students are placed throughout the year, information
is sought from the sending school and all students placed 5 days or more are provided with withdrawal
grades. Most of that information is exchanged through the use of forms sent electronically. 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.

School counselor meets with long term students to review graduation requirements. The School Counselor completes a record review and develops an appropriate course of study within 48 hours of receiving/accessing academic records for all youth entering the Detention Center. The most appropriate course of study is designed to meet the individual needs of the student's future goals.

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

Graduating seniors, and students seeking alternate exit options, are encouraged to explore programs providing a course of study in their desired field/area. Long term students are offered information regarding GED options. 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 complete the application processes necessary for articulation.

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

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 complete the application processes necessary for articulation. Students participate in career awareness and exploration through the Florida's Navigator program.

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

Almost all of our coursework is provided online with teachers in the classroom to support the instruction. All students receive a career research course as part of their academic program. The course focus is on career exploration and social skills development.

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 have 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. While our incarcerated youth are not able to take advantage of field study opportunities, information about these events are shared with youth so they may participate after being released from our temporary facility. Florida's Navigator program is used to aid students in discovering learning style, leadership style, and career exploration strengths.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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.

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"Â? 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.

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.   50% of students enrolled in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter 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. 50% of students enrolled in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with proficiency. 1a

🔍 G083425

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	50.0

Targeted Barriers to Achieving the Goal 3

- Students are poor readers
- Students lack positive relationship building skills with adults and peers
- Students have missed relevant learning opportunities prior to entry
- Students lack career orientation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reduced teacher pupil ratio utilizing full staff involvement
- Full time dedicated School Counselor
- Full time dedicated Reading Teacher
- Full staff involvement
- ESE AP
- Student engagement through relevant competency based selfpaced materials
- JPO monitoring
- Title I A & D dollars to support initiatives
- Program Support for Emotional/Behavioral Needs
- Weekly student recognition celebrations
- Department PLC Weekly Meetings
- Student's nutritional needs being met
- Residence and School share site

Plan to Monitor Progress Toward G1. 8

Successful course completion

Person Responsible
Tracy St. Clair Hines

Schedule
Quarterly, from 10/21/2016 to 5/31/2017

Evidence of Completion
Report card grades students enrolled 20 or more days

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. 50% of students enrolled in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with proficiency. `1`

🔑 G083425

G1.B1 Students are poor readers `2`

🔑 B221207

G1.B1.S1 Provide explicit instruction when introducing new vocabulary I do phase `4`

🔑 S233493

Strategy Rationale

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

Action Step 1 `5`

Provide explicit instruction when introducing new vocabulary (I do)

Person Responsible

Kym Finn

Schedule

Daily, from 7/1/2016 to 6/30/2017

Evidence of Completion

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

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

Coaching and follow up

Person Responsible

Tracy St. Clair Hines

Schedule

Monthly, from 10/3/2016 to 4/28/2017

Evidence of Completion

teacher's use of strategy

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

Students successful participation in coursework

Person Responsible

Rebecca Pelletier

Schedule

Weekly, from 7/1/2016 to 6/30/2017

Evidence of Completion

progress monitoring sheet completion

G1.B1.S2 Utilize Achieve 3000 and or Morphagraphic Spelling to increase reading vocabulary and comprehension 4

🔑 S233494

Strategy Rationale

Students are transient and need immediate access to daily differentiated instruction for nonfiction reading and writing that's precisely geared to their needs ...

Action Step 1 5

Students will be enrolled in the Achieve 3000 curriculum

Person Responsible

Kym Finn

Schedule

Weekly, from 7/1/2016 to 6/30/2017

Evidence of Completion

observation, grade book grades, score reports

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

Provide Coaching and Follow up

Person Responsible

Tracy St. Clair Hines

Schedule

Monthly, from 10/3/2016 to 4/28/2017

Evidence of Completion

VSET walk through

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Monitor Student Progress

Person Responsible

Rebecca Pelletier

Schedule

Weekly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Student progress monitoring data

G1.B1.S3 Utilizing STEM approaches, provide motivating and enriching reading experiences for youth `4`

`S233495`

Strategy Rationale

For student engagement increase, hands on learning creates an increase in interest in reading content area passages.

Action Step 1 `5`

Using manipulatives, demonstrations and hands on learning, provide rich background for motivating reading experiences

Person Responsible

Bryan Keller

Schedule

Daily, from 7/1/2016 to 6/30/2017

Evidence of Completion

grade book grades, grades for notes, behavioral observations

G1.B2 Students lack positive relationship building skills with adults and peers 2

🔑 B221208

G1.B2.S1 Positively reinforce each student daily by tracking positive advancement of target behavior goals through daily behavior chart, model positive behaviors for the students to emulate, teachers send positive postcards to parents. 4

🔑 S233496

Strategy Rationale

Teacher -Student relationships founded on care, trust, cooperation and respect where the teacher is able to reduce the disruption of each student's flow of learning and the teacher has "with-it-ness", able to act on potential learning or behavioral problems has a high effect size of .7 according to Hattie's meta-analyses

Action Step 1 5

Track positive advancement toward weekly behavior goals every day with every student.

Person Responsible

Rebecca Pelletier

Schedule

Daily, from 7/1/2016 to 6/30/2017

Evidence of Completion

Behavior Observations, daily individual behavior monitoring chart

Action Step 2 5

Purchase Reinforcers for Students

Person Responsible

Rebecca Pelletier

Schedule

Quarterly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Purchase orders

Action Step 3 5

Provide Professional Development to Teachers about Growth Mindset

Person Responsible

Jerry Picott

Schedule

On 10/21/2015

Evidence of Completion

Sign In

Action Step 4 5

Positive post cards sent home weekly from each core subject area teacher

Person Responsible

Rebecca Pelletier

Schedule

Weekly, from 7/1/2016 to 6/30/2017

Evidence of Completion

purchase blank post cards and postage

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Walk Throughs Focused on components 2.1 and 3.1

Person Responsible

Tracy St. Clair Hines

Schedule

Monthly, from 10/3/2016 to 4/28/2017

Evidence of Completion

Feedback to teachers

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Collect VSET Evidence

Person Responsible

Tracy St. Clair Hines

Schedule

Monthly, from 10/3/2016 to 4/28/2017

Evidence of Completion

VSET Evidence

G1.B2.S2 Model and develop positive peer to peer and peer to adult relationships through team and small group activities `4`

🔑 S233497

Strategy Rationale

Social Skill development is essential for successful life skills and post school transition supporting successful employment and daily living.

Action Step 1 `5`

Using team and small group activities in Science and Physical Education, youth will learn to interact appropriately socially

Person Responsible

Bryan Keller

Schedule

Daily, from 7/1/2016 to 6/30/2017

Evidence of Completion

grade book entries, observations, PE grades

G1.B3 Students have missed relevant learning opportunities prior to entry 2

🔑 B221209

G1.B3.S1 Utilizing gradual release method provide students access to self-paced, competency based curriculum 4

🔑 S233498

Strategy Rationale

Students who self monitor and direct their own learning gain more from the curriculum High Effect size - see Hattie

Action Step 1 5

Teachers will direct students weekly to set goals

Person Responsible

Rebecca Pelletier

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Progress Monitoring process

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

PLC groups will meet weekly to monitor student progress

Person Responsible

Rebecca Pelletier

Schedule

Weekly, from 8/28/2015 to 6/8/2016

Evidence of Completion

Weekly documentation of student progress, agendas, and or sign in

G1.B3.S2 Utilize manipulative materials and other strategies to provide opportunities for students to develop automaticity with math facts 4

🔑 S233499

Strategy Rationale

Students with automaticity are better able to be fluent with higher order math

Action Step 1 5

Provide instruction and opportunities to practice math facts

Person Responsible

Natalie Rooney

Schedule

Weekly, from 7/1/2016 to 6/30/2017

Evidence of Completion

behavior observations, grade book

Action Step 2 5

Assess Math functioning level within 10 school days of enrollment

Person Responsible

Natalie Rooney

Schedule

Semiannually, from 7/1/2016 to 6/30/2017

Evidence of Completion

Math score recorded in individual student AIP

Action Step 3 `5`

Assess Language Arts functioning level within 10 school days of enrollment

Person Responsible

Harold McKay

Schedule

Semiannually, from 7/1/2016 to 6/30/2017

Evidence of Completion

Scores will be added to each individual AIP

G1.B4 Students lack career orientation 2

🔑 B221210

G1.B4.S1 Students need opportunities to explore career skills and determine options available to them 4

🔑 S233500

Strategy Rationale

Students have limited experience with the wide range of opportunities available and how their interests and skills are related to them

Action Step 1 5

Enroll students in my career shines

Person Responsible

Bernadette Davila

Schedule

Weekly, from 10/3/2016 to 6/30/2017

Evidence of Completion

Career Inventory results recorded on student AIPs

Action Step 2 5

Utilizing My Career Shines, determine Career Inventory, Work Values and Career Cluster for each youth within 10 school days of enrollment

Person Responsible

Bernadette Davila

Schedule

Semiannually, from 7/1/2016 to 6/30/2017

Evidence of Completion

Inventory results recorded in individual student AIPs

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.B2.S1.A3 A299373	Provide Professional Development to Teachers about Growth Mindset	Picott, Jerry	10/21/2015	Sign In	10/21/2015 one-time
G1.B3.S1.MA1 M303699	PLC groups will meet weekly to monitor student progress	Pelletier, Rebecca	8/28/2015	Weekly documentation of student progress, agendas, and or sign in	6/8/2016 weekly
G1.B3.S1.A1 A299376	Teachers will direct students weekly to set goals	Pelletier, Rebecca	8/24/2015	Progress Monitoring process	6/8/2016 weekly
G1.B1.S1.MA1 M303694	Coaching and follow up	St. Clair Hines, Tracy	10/3/2016	teacher's use of strategy	4/28/2017 monthly
G1.B2.S1.MA1 M303697	Collect VSET Evidence	St. Clair Hines, Tracy	10/3/2016	VSET Evidence	4/28/2017 monthly
G1.B2.S1.MA1 M303698	Walk Throughs Focused on components 2.1 and 3.1	St. Clair Hines, Tracy	10/3/2016	Feedback to teachers	4/28/2017 monthly
G1.B1.S2.MA1 M303696	Provide Coaching and Follow up	St. Clair Hines, Tracy	10/3/2016	VSET walk through	4/28/2017 monthly
G1.MA1 M303700	Successful course completion	St. Clair Hines, Tracy	10/21/2016	Report card grades students enrolled 20 or more days	5/31/2017 quarterly
G1.B1.S1.MA1 M303693	Students successful participation in coursework	Pelletier, Rebecca	7/1/2016	progress monitoring sheet completion	6/30/2017 weekly
G1.B1.S1.A1 A299368	Provide explicit instruction when introducing new vocabulary (I do)	Finn, Kym	7/1/2016	Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks (They do)	6/30/2017 daily
G1.B2.S1.A1 A299371	Track positive advancement toward weekly behavior goals every day with every student.	Pelletier, Rebecca	7/1/2016	Behavior Observations, daily individual behavior monitoring chart	6/30/2017 daily
G1.B2.S1.A2 A299372	Purchase Reinforcers for Students	Pelletier, Rebecca	7/1/2016	Purchase orders	6/30/2017 quarterly
G1.B2.S1.A4 A299374	Positive post cards sent home weekly from each core subject area teacher	Pelletier, Rebecca	7/1/2016	purchase blank post cards and postage	6/30/2017 weekly
G1.B4.S1.A1 A299380	Enroll students in my career shines	Davila, Bernadette	10/3/2016	Career Inventory results recorded on student AIPs	6/30/2017 weekly
G1.B4.S1.A2 A299381	Utilizing My Career Shines, determine Career Inventory, Work Values and Career Cluster for each...	Davila, Bernadette	7/1/2016	Inventory results recorded in individual student AIPs	6/30/2017 semiannually
G1.B1.S2.MA1 M303695	Monitor Student Progress	Pelletier, Rebecca	7/1/2016	Student progress monitoring data	6/30/2017 weekly
G1.B1.S2.A1 A299369	Students will be enrolled in the Achieve 3000 curriculum	Finn, Kym	7/1/2016	observation, grade book grades, score reports	6/30/2017 weekly
G1.B2.S2.A1 A299375	Using team and small group activities in Science and Physical Education, youth will learn to...	Keller, Bryan	7/1/2016	grade book entries, observations, PE grades	6/30/2017 daily
G1.B3.S2.A1 A299377	Provide instruction and opportunities to practice math facts	Rooney, Natalie	7/1/2016	behavior observations, grade book	6/30/2017 weekly
G1.B3.S2.A2 A299378	Assess Math functioning level within 10 school days of enrollment	Rooney, Natalie	7/1/2016	Math score recorded in individual student AIP	6/30/2017 semiannually
G1.B3.S2.A3 A299379	Assess Language Arts functioning level within 10 school days of enrollment	McKay, Harold	7/1/2016	Scores will be added to each individual AIP	6/30/2017 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1 🔍 A299370	Using manipulatives, demonstrations and hands on learning, provide rich background for motivating...	Keller, Bryan	7/1/2016	grade book grades, grades for notes, behavioral observations	6/30/2017 daily

V. Professional Development Opportunities

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

G1. 50% of students enrolled in our credit programs for more than 20 days in a specific quarter, will be on target to complete the quarter with proficiency.

G1.B2 Students lack positive relationship building skills with adults and peers

G1.B2.S1 Positively reinforce each student daily by tracking positive advancement of target behavior goals through daily behavior chart, model positive behaviors for the students to emulate, teachers send positive postcards to parents.

PD Opportunity 1

Track positive advancement toward weekly behavior goals every day with every student.

Facilitator

Hines, T

Participants

Alt Ed Faculty

Schedule

Daily, from 7/1/2016 to 6/30/2017

PD Opportunity 2

Provide Professional Development to Teachers about Growth Mindset

Facilitator

Picott/Taylor

Participants

Alt Ed Faculty

Schedule

On 10/21/2015

G1.B3 Students have missed relevant learning opportunities prior to entry

G1.B3.S1 Utilizing gradual release method provide students access to self-paced, competency based curriculum

PD Opportunity 1

Teachers will direct students weekly to set goals

Facilitator

Hines, T

Participants

Alt Ed Faculty

Schedule

Weekly, from 8/24/2015 to 6/8/2016

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 when introducing new vocabulary (I do)				$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			9801 - Volusia Regional Juvenile Det	Title I, Part A		$375.00
			Notes: PLC 25*3*5			
			9801 - Volusia Regional Juvenile Det	Title I, Part A		$900.00
			Notes: Teacher Materials and Student Workbooks			
			9801 - Volusia Regional Juvenile Det	Title I, Part A		$225.00
			Notes: Staff development Morphographs			
2	G1.B1.S2.A1	Students will be enrolled in the Achieve 3000 curriculum				$0.00
3	G1.B1.S3.A1	Using manipulatives, demonstrations and hands on learning, provide rich background for motivating reading experiences				$0.00
4	G1.B2.S1.A1	Track positive advancement toward weekly behavior goals every day with every student.				$0.00
5	G1.B2.S1.A2	Purchase Reinforcers for Students				$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			9801 - Volusia Regional Juvenile Det	School Improvement Funds		$200.00
			Notes: Purchase Reinforcers			
6	G1.B2.S1.A3	Provide Professional Development to Teachers about Growth Mindset				$0.00
7	G1.B2.S1.A4	Positive post cards sent home weekly from each core subject area teacher				$0.00
8	G1.B2.S2.A1	Using team and small group activities in Science and Physical Education, youth will learn to interact appropriately socially				$0.00
9	G1.B3.S1.A1	Teachers will direct students weekly to set goals				$450.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			9801 - Volusia Regional Juvenile Det			$450.00
			Notes: PLC for progress monitoring 25*3*6			
10	G1.B3.S2.A1	Provide instruction and opportunities to practice math facts				$0.00

11	G1.B3.S2.A2	Assess Math functioning level within 10 school days of enrollment	$0.00
12	G1.B3.S2.A3	Assess Language Arts functioning level within 10 school days of enrollment	$0.00
13	G1.B4.S1.A1	Enroll students in my career shines	$0.00
14	G1.B4.S1.A2	Utilizing My Career Shines, determine Career Inventory, Work Values and Career Cluster for each youth within 10 school days of enrollment	$0.00
		Total:	$2,150.00