

Volusia County Schools

Riverview Learning Center



2017-18 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)	2016-17 Title I School	2016-17 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
Grade

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 that has a school grade of D or F.

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

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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 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
	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	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 teacher teams meet on a weekly basis to address student behavioral and academic progress.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/442681>.

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

1. School Leadership Team

a. Membership

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

Name	Title
Johns, Dale	Principal
Elmore, Michael	Assistant Principal
Harrell, Maurice	Dean
Cotto, Maggie	Assistant Principal
Plummer, Michael	Teacher, Career/Technical
OConnell, Callista	Other
Hay, Shannon	Assistant Principal
Little, Rosalind	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
Ann MacPherson	Business/Community
Tim Midgette	Teacher
Sharon Hamel	Education Support Employee
Prince, Heather	Business/Community
Schroeder, Valerie	Business/Community
Towle, Priscilla	Business/Community
Robinson, Shirley	Teacher
Michael Schervish	Education Support Employee
shannon hay	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Engelman-Ferguson, Elizabeth	Teacher, K-12
Finn, Kym	Teacher, K-12
McKay, Harold	Teacher, K-12
Schervish, Michael	Assistant Principal
Hay, Shannon	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Elmore, Michael, mrelmore@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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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.** 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**

G094527

Targets Supported **1b**

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal **3**

- Students struggle with reading proficiency
- Students lack positive relationships building skills with adults
- Students have poor attendance history
- Students have missed relevant learning opportunities prior to entry

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 10/13/2017 to 5/30/2018

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**

 G094527

G1.B1 Students struggle with reading proficiency **2**

 B253911

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

 S268241

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

Person Responsible

Maggie Cotto

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks

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

Classroom coaching and follow up

Person Responsible

Michael Elmore

Schedule

Monthly, from 8/14/2017 to 5/30/2018

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

Michael Elmore

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

VSET documentation

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

S268242

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 8/14/2017 to 5/30/2018

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 8/14/2017 to 5/30/2018

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 8/14/2017 to 5/30/2018

Evidence of Completion

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

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

monitor classroom use of instructional strategies for implementation

Person Responsible

Michael Elmore


Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion


using walk troughs and VSET observation and classroom coaching

G1.B2 Students lack positive relationships building skills with adults **2**

 B253912

G1.B2.S1 Teachers also function as mentors to students by addressing observed gaps in social skills.

4

 S268243

Strategy Rationale

teachers and staff will strive to achieve positive relationships and create an atmosphere of respect and rapport teachers will select students to be recognized as student of week or month

Action Step 1 **5**

Teachers will provide explicit instruction in social skills and relationship building through programs such as WhyTry, Nearpod, and Everfi.

Person Responsible

Maggie Cotto

Schedule

On 5/25/2018

Evidence of Completion

Student scores in social skills, life skills, and digital citizenship programs.

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

classroom coaching and follow up

Person Responsible

Michael Elmore

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

teacher use of strategies gathered through VSET walkthroughs

G1.B3 Students have poor attendance history **2**

 B253913

G1.B3.S1 Phone calls home every time a student is absent. **4**

 S268244

Strategy Rationale

attendance is important for student success and completion of Riverview program

Action Step 1 **5**

daily phone calls home on absent students

Person Responsible

Maurice Harrell

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

improved attendance of students assigned to alternative education program

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

daily phone logs

Person Responsible

Maurice Harrell

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

evidenced by improved attendance and grades

G1.B4 Students have missed relevant learning opportunities prior to entry **2**

 B253914

G1.B4.S1 Utilizing gradual release method to provide students access to self-paced, competency based curriculum **4**

 S268246

Strategy Rationale

students allowed the opportunity to complete assignments at the they do phase of the gradual release model have higher information retention

Action Step 1 **5**

Teachers will work in small groups and one-on-one with students modeling proficient task performance until students can achieve independent proficiency on individual tasks within the Odyssey program.

Person Responsible

Maggie Cotto

Schedule

Quarterly, from 8/8/2017 to 5/30/2018

Evidence of Completion

Student folders containing notes and supplementary activities written by both teachers and students.

Action Step 2 **5**

Observations by administration (including announced and unannounced and DPP evaluations) to monitor the application of the gradual release method in the classroom.

Person Responsible

Michael Elmore

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Observations noted in MyPGS

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

weekly monitoring of student progression on the odyssey program

Person Responsible

Maggie Cotto

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

student assignment completion, percentage of completion and grade

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

Student grades and progress are recorded weekly. Students' success on tests and quizzes demonstrates the effectiveness of the gradual release method of scaffolding to fill gaps in prior knowledge.

Person Responsible

Maggie Cotto

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Weekly progress reports are completed, saved, and emailed to parents. Student grades and progress show the effectiveness of the strategy.

G1.B4.S2 Establish goals for students to reach on a daily, weekly basis **4**

S268247

Strategy Rationale

close monitoring of student goals assure adequate progression towards goal completion

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 8/8/2017 to 5/30/2018

Evidence of Completion

Passing quarterly grade

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

Monitor overall student success

Person Responsible

Maggie Cotto

Schedule

Weekly, from 8/8/2017 to 5/30/2018

Evidence of Completion

Student Progress Monitoring Reports

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Provide feedback to teachers

Person Responsible

Michael Elmore


Schedule

Quarterly, from 8/8/2017 to 5/30/2018

Evidence of Completion

Minutes of PLC meetings

G1.B4.S3 Utilize differentiated instruction and digital tools for content, process, product, affect and learning environment 4

 S268248

Strategy Rationale

research strategies are designed to meet the varied needs of our student population assuring all subgroup needs are met

Action Step 1 5

Provide ERPL on Differentiated Instruction for Interventions and Accommodations

Person Responsible

Michael Elmore

Schedule

Monthly, from 8/8/2017 to 5/30/2018

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.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Through PLC, teachers will address gaps in individual student learning and prepare supplemental activities to scaffold the lessons presented through Odyssey.

Person Responsible

Maggie Cotto



















Schedule

Monthly, from 8/8/2017 to 5/30/2018




Evidence of Completion

Teachers will retain hardcopy printouts of supplementary student work. Any scored supplemental activities will be listed in the teacher's gradebook and factored into the student's final grade.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S1.A1  A357138	Teachers will provide explicit instruction in social skills and relationship building through...	Cotto, Maggie	8/14/2017	Student scores in social skills, life skills, and digital citizenship programs.	5/25/2018 one-time
G1.MA1  M381488	Track quarterly completion rates	Elmore, Michael	10/13/2017	Completed Chart	5/30/2018 quarterly
G1.B1.S1.MA1  M381476	Administrative walk through or classroom observation to target vocabulary instruction	Elmore, Michael	8/14/2017	VSET documentation	5/30/2018 monthly
G1.B1.S1.MA1  M381477	Classroom coaching and follow up	Elmore, Michael	8/14/2017	Teacher's use of strategy	5/30/2018 monthly
G1.B1.S1.A1  A357136	Provide explicit instruction and school-wide initiative to introduce new vocabulary	Cotto, Maggie	8/14/2017	Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks	5/30/2018 daily
G1.B2.S1.MA1  M381481	classroom coaching and follow up	Elmore, Michael	8/14/2017	teacher use of strategies gathered through VSET walkthroughs	5/30/2018 monthly
G1.B3.S1.MA1  M381482	daily phone logs	Harrell, Maurice	8/14/2017	evidenced by improved attendance and grades	5/30/2018 daily
G1.B3.S1.A1  A357139	daily phone calls home on absent students	Harrell, Maurice	8/14/2017	improved attendance of students assigned to alternative education program	5/30/2018 daily
G1.B4.S1.MA1  M381483	Student grades and progress are recorded weekly. Students' success on tests and quizzes...	Cotto, Maggie	8/14/2017	Weekly progress reports are completed, saved, and emailed to parents. Student grades and progress show the effectiveness of the strategy.	5/30/2018 weekly
G1.B4.S1.MA1  M381484	weekly monitoring of student progression on the odyssey program	Cotto, Maggie	8/14/2017	student assignment completion, percentage of completion and grade	5/30/2018 weekly
G1.B4.S1.A1  A357140	Teachers will work in small groups and one-on-one with students modeling proficient task...	Cotto, Maggie	8/8/2017	Student folders containing notes and supplementary activities written by both teachers and students.	5/30/2018 quarterly
G1.B4.S1.A2  A357141	Observations by administration (including announced and unannounced and DPP evaluations) to monitor...	Elmore, Michael	8/14/2017	Observations noted in MyPGS	5/30/2018 weekly
G1.B1.S2.MA1  M381478	monitor classroom use of instructional strategies for implementation	Elmore, Michael	8/14/2017	using walk troughs and VSET observation and classroom coaching	5/30/2018 monthly
G1.B1.S2.MA1  M381479	Students utilize Cornell Note taking strategies	Engelman-Ferguson, Elizabeth	8/14/2017	Student notebooks	5/30/2018 weekly
G1.B1.S2.MA2  M381480	Why Try Initiatives for Student Social Development	Engelman-Ferguson, Elizabeth	8/14/2017	Comprehensive Why Try Syllabus that combines the best Why Try activities with Social Elements and Careers and Financial Literacy	5/30/2018 monthly
G1.B1.S2.A1  A357137	Provide students with Cornell note taking strategies in all content areas for intervention and...	Cotto, Maggie	8/14/2017	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.	5/30/2018 weekly
G1.B4.S2.MA1  M381485	Provide feedback to teachers	Elmore, Michael	8/8/2017	Minutes of PLC meetings	5/30/2018 quarterly
G1.B4.S2.MA1  M381486	Monitor overall student success	Cotto, Maggie	8/8/2017	Student Progress Monitoring Reports	5/30/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S2.A1  A357142	Science Technology Engineering Mathematics Initiatives to grow in best instructional practices and...	Cotto, Maggie	8/8/2017	Passing quarterly grade	5/30/2018 every-2-months
G1.B4.S3.MA1  M381487	Through PLC, teachers will address gaps in individual student learning and prepare supplemental...	Cotto, Maggie	8/8/2017	Teachers will retain hardcopy printouts of supplementary student work. Any scored supplemental activities will be listed in the teacher's gradebook and factored into the student's final grade.	5/30/2018 monthly
G1.B4.S3.A1  A357143	Provide ERPL on Differentiated Instruction for Interventions and Accommodations	Elmore, Michael	8/8/2017	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.	5/30/2018 monthly

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 struggle with reading proficiency

G1.B1.S1 Build vocabulary

PD Opportunity 1

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

Facilitator

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

Participants

All instructional personnel

Schedule

Daily, from 8/14/2017 to 5/30/2018

G1.B4 Students have missed relevant learning opportunities prior to entry

G1.B4.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. SC.912.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. SC.912.E.5.4. Compare and Contrast the general composition, mass, and size of the sun and its planets. SC.912.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 8/8/2017 to 5/30/2018

G1.B4.S3 Utilize differentiated instruction and digital tools 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 8/8/2017 to 5/30/2018

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				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			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	2017-18
			5434 - Riverview Learning Center			\$200.00
3	G1.B2.S1.A1	Teachers will provide explicit instruction in social skills and relationship building through programs such as WhyTry, Nearpod, and Everfi.				\$0.00
4	G1.B3.S1.A1	daily phone calls home on absent students				\$0.00
5	G1.B4.S1.A1	Teachers will work in small groups and one-on-one with students modeling proficient task performance until students can achieve independent proficiency on individual tasks within the Odyssey program.				\$0.00
6	G1.B4.S1.A2	Observations by administration (including announced and unannounced and DPP evaluations) to monitor the application of the gradual release method in the classroom.				\$0.00
7	G1.B4.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	2017-18

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			5434 - Riverview Learning Center			\$500.00
8	G1.B4.S3.A1	Provide ERPL on Differentiated Instruction for Interventions and Accommodations				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			5434 - Riverview Learning Center			\$250.00
Total:						\$1,450.00