

Volusia Regional Juvenile Detention Center



2017-18 Schoolwide Improvement Plan

Volusia Regional Juvenile Detention Center

3840 OLD DELAND RD, Daytona Beach, FL 32124

<http://myvolusiaschools.org/alternative-education/pages/departments-of-juvenile-justice-sites.aspx>

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	No	39%
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 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.

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 students' records are requested and reviewed to determine pre-enrollment academic standing as well as needed supports provided through IEP/BIP, 504 or ELL Plans. Schedules are designed to most closely mirror the classes and supports in place at the zoned school so that the students return to the zoned school having received matching academics and supports at Detention. The goal is to have the correct schedule and supports in place within 24 hours of enrollment, as is usually the case. The only exception to this timeline has to do with difficulty locating prior education programs to request records of and occasional delays receiving the records from out-of-district programs in a timely fashion. All acquired information is shared with the faculty and staff at Detention to ensure that all students receive the most appropriate and individualized instruction possible.

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

The School counselor is available as needed for individual conferences through student, teacher and parent request. Teachers work together weekly to monitor student progress with a view to monitor individual academic growth for proficiency. The school faculty and staff work with the Detention facility to recognize and celebrate student growth and success on a weekly basis. Students are provided with access to adults that will listen when they just need to be heard through referrals to Detention Mental Health professional, shift supervisors, Detention Juvenile Officers, School Counselor, Juvenile Probation Officers, judges etc.

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 regular feedback. Each student has a weekly behavior monitoring chart that teachers use to determine appropriate behavior at 4 intervals a day. Three behaviors are monitored. If 80% of the possible points are awarded, each youth is invited to a weekly Student Success Event that changes each week. In addition to receiving

the food event, the youth receive an individualized certificate of Award. These behavior charts are shared with the Juvenile Probation Officers and Judges for recognition and support for our students. In addition, behavior teams meet bi-weekly to plan supportive interventions for students who need additional support. Behavior expectations are regularly reviewed.

In addition, the Detention facility and school faculty worked in collaboration to develop a consistent system to address negative behaviors. A negative behavior report has been collaboratively developed that resembles the NBR the facility uses. This system of behavior management provides consistency and support for students, Detention staff, and school faculty. Negative behaviors have been identified as well as a procedure to address them. This process has been developed collaboratively between the program and the school personnel.

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 Detention program, all students are screened for mental health needs upon entry to address immediate social emotional needs. Further mental health assistance is available by student, teacher, and staff referral. These are state licensed mental health professionals who are on site daily to address the emotional concerns of all students detained at the Detention facility. Students participate in individual counseling based on needs and are referred for additional services. Detention also provides professional nursing staff on site daily who provide additional levels of screening to ensure wellness.

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.

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 are utilized to redirect behavior rather than suspensions use of suspensions. 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	1	1	1	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	2	0	1	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	2	4	1	7	4	1	0	19
Level 1 on statewide assessment	0	0	0	0	0	0	2	3	1	7	4	1	0	18

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	2	3	1	7	4	1	0	18	

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 2017 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 bi-weekly basis to address student behavioral and academic progress. The counselor meets with VCRJDC program staff in regularly scheduled meetings to review the progress and address the needs of students. 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, referrals are 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 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?

No

1. PFEP Link

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

2. Description

Weekly, Positive Postcards go out. Each core subject area teacher writes a post card home about one or more of their students. 5 families are touched in this way weekly. In addition, Connect Ed phone calls go out to each family weekly. The phone calls introduce the program and explain some of the highlights that are offered to enrolled 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 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 Detention Center 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

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
Schervish, Michael	Assistant Principal
Harrell, Maurice	Dean
Pelletier, Rebecca	School Counselor
Plummer, Michael	Instructional Technology
Hay, Shannon	Assistant Principal

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 provides data on: Tier 1, Tier 2, and Tier 3 targets, academic and social/emotional areas that needed to be addressed, as well as: help 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.

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 who provide interventions and support learner needs as they access the curriculum; Teachers of Exceptional Student Education who facilitate learner accommodations and/or based upon needs. Reading Intervention Teachers who provide interventions for students in need; Technology Specialist who coordinate use of software and hardware to enhance instruction; the System Operator who monitor for compliance with district curriculum guidelines; Paraprofessionals who offer support in the classroom; Supplemental Materials and supplies needed to close the achievement gap; Supplemental Funds for ongoing staff development as determined by 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
Maurice Harrell	Teacher
Paul Hatto	Business/Community
Rebecca Pelletier	Teacher
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 Crenshaw	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

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

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 Daytona Juvenile Residential Youth Services, Highbanks Learning Center, Riverview Learning Center, SMC Behavioral/RAP, Volusia Regional 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.

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

The schools' annual budgets and plans 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

b. Duties

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

Works with other Reading instructors to support district reading initiatives.

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.

The Volusia Detention Center operates a schoolwide Professional Learning Community that meets bi-weekly. The activities of this team are to review and expand parent involvement initiatives, progress monitoring, student literacy, 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, 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.

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 and support the use of the Odyssey Platform to deliver instruction for original credit to students. Students' instruction in Odyssey is paced to the same Unit/Chapter the youth would be studying in the zoned schools, so that seamless instruction is provided to each youth. Reading and Intensive Reading are offered at each site. Teachers utilize blending learning to support Odyssey course content.

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 to ensure that the appropriate schedule and needed supports are in place day one. 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. Bi-weekly PLCs involve each sites' instructional leader, general education, and ESE teachers, who put the resources together. Teachers monitor student progress weekly across the curriculum. Formal problem solving strategies are put in place as needed. Students with disabilities have plans that are reviewed and necessary itinerant district resources are brought in to support and enhance students at each site. The Leadership team, with representatives 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: 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

Hay, Shannon, sehay@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 10 or more days receive withdrawal grades. PLCs meet bi-weekly to determine student progress. Progress monitoring takes place weekly. Positive postcards are implemented weekly. Final grades are determined for each grading period, using grades from other schools attended over the course of each grading period.

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.

As temporary students are placed throughout the year, information is sought from the sending school and all students placed 10 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.

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 developed to meet the individual needs of the students' post high school goals. Youth are assessed using the My Career Shines vocational assessment based on Hollands Vocational Values. This gives valuable information for career choice decisions.

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

Students participate in career awareness and exploration through the Florida's My Career Shines program. In addition, students are enrolled in the Career Development course offered in Volusia County Schools.

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 zoned school and district level include: 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 My Career Shines 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 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If the Volusia Regional Juvenile Detention Center implements interventions with the Odyssey Learning Program with a focus on timely completion and proficiency, then student achievement (course completions and passing report card grades) will increase.

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 the Volusia Regional Juvenile Detention Center implements interventions with the Odyssey Learning Program with a focus on timely completion and proficiency, then student achievement (course completions and passing report card grades) will increase. 1a

G095493

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 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

Passing course completion and report card grades

Person Responsible

Rebecca Pelletier

Schedule

Quarterly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Report card grades for enrolled students

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 the Volusia Regional Juvenile Detention Center implements interventions with the Odyssey Learning Program with a focus on timely completion and proficiency, then student achievement (course completions and passing report card grades) will increase. **1**

 G095493

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

 B257100

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

 S272029

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 7/3/2017 to 6/29/2018

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

Shannon Hay

Schedule

Monthly, from 7/3/2017 to 6/29/2018

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 7/3/2017 to 6/29/2018


Evidence of Completion

progress monitoring sheet completion

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

 B257101

G1.B2.S1 Positively reinforce students by tracking positive advancement of target behavior goals through weekly behavior monitoring, model positive behaviors for the students to emulate, as well as teachers sending positive postcards to parents. **4**

 S272030

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

Weekly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Behavior Observations, daily individual behavior monitoring chart

Action Step 2 **5**

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

Person Responsible

Rebecca Pelletier

Schedule

Weekly, from 7/3/2017 to 6/29/2018

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

Shannon Hay

Schedule

Monthly, from 7/3/2017 to 6/29/2018

Evidence of Completion

Feedback to teachers

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

Collect VSET Evidence

Person Responsible

Shannon Hay

Schedule

Monthly, from 7/3/2017 to 6/29/2018

Evidence of Completion

VSET Evidence

G1.B3 Students lack career orientation 2

 B257102

G1.B3.S1 Students need opportunities to explore career skills and determine options available to them

4

 S272031

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

Margaret Sewell

Schedule

Annually, from 7/3/2017 to 6/29/2018

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

Person Responsible

Bernadette Davila

Schedule

Annually, from 7/3/2017 to 6/29/2018

Evidence of Completion

Inventory results recorded in individual student PMPs

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

Review database

Person Responsible

Shannon Hay












Schedule

Annually, from 7/3/2017 to 6/29/2018

Evidence of Completion

PMP database of all students enrolled over the course of the year, will be reviewed

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.MA1  M390556	Passing course completion and report card grades	Pelletier, Rebecca	7/3/2017	Report card grades for enrolled students	6/29/2018 quarterly
G1.B1.S1.MA1  M390551	Students successful participation in coursework	Pelletier, Rebecca	7/3/2017	progress monitoring sheet completion	6/29/2018 weekly
G1.B1.S1.MA1  M390552	Coaching and follow up	Hay, Shannon	7/3/2017	teacher's use of strategy	6/29/2018 monthly
G1.B1.S1.A1  A364806	Provide explicit instruction when introducing new vocabulary (I do)	Finn, Kym	7/3/2017	Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks (They do)	6/29/2018 daily
G1.B2.S1.MA1  M390553	Collect VSET Evidence	Hay, Shannon	7/3/2017	VSET Evidence	6/29/2018 monthly
G1.B2.S1.MA1  M390554	Walk Throughs Focused on components 2.1 and 3.1	Hay, Shannon	7/3/2017	Feedback to teachers	6/29/2018 monthly
G1.B2.S1.A1  A364807	Track positive advancement toward weekly behavior goals every day with every student.	Pelletier, Rebecca	7/3/2017	Behavior Observations, daily individual behavior monitoring chart	6/29/2018 weekly
G1.B2.S1.A2  A364808	Positive post cards sent home weekly from each core subject area teacher	Pelletier, Rebecca	7/3/2017	purchase blank post cards and postage	6/29/2018 weekly
G1.B3.S1.MA1  M390555	Review database	Hay, Shannon	7/3/2017	PMP database of all students enrolled over the course of the year, will be reviewed	6/29/2018 annually
G1.B3.S1.A1  A364809	Enroll students in my career shines	Sewell, Margaret	7/3/2017	Career Inventory results recorded on student AIPs	6/29/2018 annually
G1.B3.S1.A2  A364810	Utilizing My Career Shines, determine Career Inventory, Work Values and Career Cluster for each...	Davila, Bernadette	7/3/2017	Inventory results recorded in individual student PMPs	6/29/2018 annually

V. Professional Development Opportunities

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

G1. If the Volusia Regional Juvenile Detention Center implements interventions with the Odyssey Learning Program with a focus on timely completion and proficiency, then student achievement (course completions and passing report card grades) will increase.

G1.B1 Students are poor readers

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

PD Opportunity 1

Provide explicit instruction when introducing new vocabulary (I do)

Facilitator

ERPL

Participants

District Reading Leaders

Schedule

Daily, from 7/3/2017 to 6/29/2018

VI. Technical Assistance Items

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

G1. If the Volusia Regional Juvenile Detention Center implements interventions with the Odyssey Learning Program with a focus on timely completion and proficiency, then student achievement (course completions and passing report card grades) will increase.

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

G1.B2.S1 Positively reinforce students by tracking positive advancement of target behavior goals through weekly behavior monitoring, model positive behaviors for the students to emulate, as well as teachers sending positive postcards to parents.

TA Opportunity 1

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

Facilitator

Plummer/Excel training

Participants

individual

Schedule

Weekly, from 7/3/2017 to 6/29/2018

VII. Budget

1	G1.B1.S1.A1	Provide explicit instruction when introducing new vocabulary (I do)	\$0.00
2	G1.B2.S1.A1	Track positive advancement toward weekly behavior goals every day with every student.	\$0.00
3	G1.B2.S1.A2	Positive post cards sent home weekly from each core subject area teacher	\$0.00
4	G1.B3.S1.A1	Enroll students in my career shines	\$0.00
5	G1.B3.S1.A2	Utilizing My Career Shines, determine Career Inventory, Work Values and Career Cluster for each youth	\$0.00
Total:			\$0.00