

Volusia County Schools

Highbanks Learning Center



2017-18 Schoolwide Improvement Plan

Highbanks Learning Center

336 E HIGHBANKS RD, Debary, FL 32713

<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	93%
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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	27
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

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 Highbanks 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 and 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.

Each entering student's records are reviewed to determine academic needs as well as academic supports. Schedules are designed to provide the softest landing when the student returns to zone school. Every effort is made to reach out to families to encourage support and positive participation in their learning. Students are introduced to faculty and staff that will be providing their services during their stay. Students are indoctrinated in positive ways to seek help at each site so that they will learn to advocate for their needs. Expectations are reviewed on a regular basis and regular positive feedback is provided to meet goals for academics and behavior.

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

School 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 and/or weekly goals monitoring progress at regular intervals. School administrators recognize and celebrate student growth. Students are provided with access to adults that will listen when they just need to be heard. Students are welcomed daily and wished well each afternoon.

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 biweekly basis to recognize success and plan supportive interventions for students in need. Behavior expectations are posted and regularly reviewed. Faculty and staff meet regularly intervals to ensure consistency and to 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 acclimate youth to program, establish proactive social skills, and prepare for exit and return to zoned school. Regular academic counseling is provided with additional access upon request. Residential programs pair each student with counselors for non-educational needs. Students participate in small group and individual counseling based on needs of current population. Teachers are expected to model and reinforce proactive social skills to ensure generalization

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

Students at Riverview and Highbanks generally improve attendance from zone school as number of good days count towards returning to zone school. Every student in attendance has had at least one major suspension incident leading to recommendation for expulsion. Every effort is made provide a support system utilizing positive behavior supports 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	4	11	6	8	4	0	1	34
One or more suspensions	0	0	0	0	0	0	8	9	12	4	4	1	1	39
Course failure in ELA or Math	0	0	0	0	0	0	12	6	0	6	2	0	0	26
Level 1 on statewide assessment	0	0	0	0	0	0	6	7	8	16	4	2	1	44

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	5	6	9	6	4	4	3	37

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

The above data reflects baseline date for students exhibiting 2 or more indicators as of Sept. 15, 2017, per district Early Warning System data base. Please note that all Alternative Education student 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 and Professional

Learning Communities.

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

Teams at all residential program sites have regularly scheduled case management meetings (weekly or bi-weekly to review the progress and address the needs of each student. Teams involve education and program staff to support the total child.

For students exhibiting difficulties beyond those issues addressed by these groups referral is made to the school's Problem Solving Team and the parent invited so that individual interventions may be developed and monitored

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/447788>.

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 its 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 people. We continue to reach out beyond our walls to connect the students to individuals and programs that will support them once they leave us.

We have also secured partnerships with donations to charitable organizations that continue to donate supplies, including backpacks to our students to support their achievement in the classroom.

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
Langbecker, Carol	Teacher, ESE
Turman, Jo Ann	Teacher, K-12
Schervish, Michael	Assistant Principal
Elmore, Michael	Assistant Principal
OConnell, Callista	Other
Plummer, Michael	Teacher, Career/Technical
Butler, Laura	School Counselor
Cotto, Maggie	Psychologist

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 Problem Solving/MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, Tier 2, and Tier 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systematic approach to teacher (Gradual Release, Differentiated Instruction, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and aligned processes and procedures.

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

The school's MTSS Leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes Rtl as an explicit step of problem solving and addresses individual as well as 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 principal, curriculum specialist, reading coach, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/Rtl implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/Rtl meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How 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 technique for all students in the classroom through whole and small-group differentiated instruction, establish 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 lag behind the group on critical measures of performance for additional supports. The MTSS/RtI team works in conjunction with the Professional Learning Communities (PLC), the Problem Solving Team (PST) and the ESE Behavioral Support Team (BST), review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at-risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectation, enrichment activities are in place to ensure acceleration of learning. Based on the above information, the leadership team, teachers and SAC will identify priority needs for SIP. These needs will drive professional development and allocation of resources. The team will solve, share effective practices, evaluate implementation, make decisions and practice new process and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

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

Programs supported by Title I in Alternative Education include: Supplemental Instruction Teachers to provide interventions and support learner needs as they access the curriculum; Teachers of Exceptional Student Education who facilitate learner accommodations and/or based upon need modifications. Reading Intervention Teachers to provide interventions for students in need; Transition Specialist to facilitate transition counseling services for exiting students back into the district schools with a transition plan to ensure academic and social success; Technology specialist to coordinate use of software and hardware to enhance instruction, System Operators for the purpose of monitoring compliance with district curriculum guidelines Paraprofessionals for support in the classroom Supplemental materials and supplies needed to close the achievement gap Supplemental funds for 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
Heather Prince	Business/Community
Paul Brown	Business/Community
Paul Hatto	Business/Community
Maurice Harrell	Teacher
Becky Pelletier	Teacher
Mike Plummer	Teacher
Shinece Car	Business/Community
Javonte Crenshaw	Business/Community
Latoya Elliot	Business/Community
David Fitzgerald	Business/Community
Michael Schervish	Principal
Ann MacPherson	Business/Community
Joe Mabry	Business/Community
Tim Midgette	Teacher
Sharon Hamel	Education Support Employee
Michael Elmore	Principal
Robinson, Shirley	Teacher
Downing, Carol	Business/Community
Schroeder, Valerie	Business/Community
Towle, Priscilla	Business/Community
Shannon Hay	Principal
Johns, Dale	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

Evaluation of last year's school improvement plan
 Highbanks Learning Center
 SIP Data Report August 2017

2017-18 SIP Goal

Students enrolled in a credited curriculum, presented with fidelity for more than 20 days in a specific quarter, will be on track to complete 70% of the courses, enrolled in for that quarter with proficiency.

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

Evidence:

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. Throughout the school year data was tracked

regarding course completions with these results 1st Quarter 2nd Quarter 3rd Quarter 4th Quarter
Highbanks 77%, 68%, 73%
SMC RAP 61.0% 78.8% 77.1%
G4S 68.7% 79.3% 92.60%
Riverview
% Pass Pass/Attempt
1st SMC RAP 61.0% 50/82
G4S 68.7% 90/131
2nd SMC RAP 78.8% 149/189
G4S 79.3% 150/189
3rd SMC/RAP 77.0% 84/109
G4S 92.6% 126/136
4th SMC/RAP
G4S

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

At Highbanks, 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.

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. Grade Book (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.

b. Development of this school improvement plan

Development of this school improvement plan

One SAC supports the 6 alternative education programs serviced by Volusia County Schools. These include G4S Youth Services, Highbanks Learning Center, Riverview Learning Center, Stewart RAP, Volusia Juvenile Detention Center and Volusia Department of Corrections. Last year SAC reviewed data regarding our specific students, heard input from teachers and students and came to consensus for the focus of this plan. Following a step zero leadership session shared with teachers. All sites combined in a work group for 8 step planning and problem solving to accomplish the goals. Our SAC met this school and approved us moving forward unanimously.

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

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 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, 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
Hartshaw, Jodi	Teacher, K-12
	Teacher, K-12
Elmore, Michael	Assistant Principal
Schervish, Michael	Assistant Principal
Sewell, Margaret	Teacher, K-12
Langbecker, Carol	Teacher, ESE
Butler, Laura	School Counselor
Turman, Jo Ann	Teacher, K-12

b. Duties

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

Major initiatives for the Literacy Leadership Team this year will be the analysis of qualitative/ quantitative student data (i.e. reviewed regularly to understand/track all students' learning and progress through writing samples; observations; ongoing informal and formal assessments and intensive writing integration). The LLT will assist in the understanding and implementation of the Language Arts Florida Standards and their measurement. The LLT will also encourage professional study for teachers through professional books and internet sites. 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 operates a Department Professional Learning Community
Highbanks and Riverview meet as a department to conduct monitoring activities to review student progress.

DOC, G4S, SMC/RAP & VRJDC operate a school wide Professional Learning Community that meet bimonthly. The activities of this team are to review and expand parent involvement initiatives, progress monitoring and student literacy and 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, provide on-site staff development, support PLC activities, provide information regarding staff development activities available on-line and in the community, participate in district recruitment fair, teacher recognition, faculty/staff student of the month, arrange classroom visitations

PLC Group Leaders will provide and support PLC activities and networking

Curriculum AP/Department Chairs will provide information regarding content area specific information

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.

No pairs are needed at this time

Future pairs would provide mentoring opportunities

Teachers new to program may access classroom visitations and partner with subject 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 Platform to deliver instruction to students. Reading and Intensive reading are offered at each site (Staff Development Day)

Teachers scaffold supports and differentiated instruction based upon student needs providing additional small group or individual instruction using 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 presents us with a population in need. Every student entry begins with a records review. Teachers and counselors work together to tailor 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. For students with disabilities, IEP plans are reviewed and necessary itinerant district resources brought in to support and enhance those on site.

Administrators from all sites meet monthly 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 in our regional detention facility and in our residential program (G4S) are provided extended year education programs that operate throughout traditional holiday periods and summer. These programs are designed to maximize student access to self-paced curriculum for advancement or retrieval of credits. Additionally, literacy programs are in place year-round to expand student reading and writing skills. Summer program, following the tradition 2014 school year, at SMC/RAP was designed to increase student access to credit programs, expand career education opportunities and increase literacy. Our trial program this year added 4320 minutes Students at Riverview and Highbanks that qualify for summer programs are returned to their zoned school's plan for opportunities.

Teachers are involved in rigorous professional development focused on PLC's, emphasizing teacher collaboration using data to increase student proficiency.

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

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

Course Completions

Successfully passing courses with proficiency.

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.

A counselor to counselor approach is in place for students returning to district schools at all sites where the student is enrolled long term (one quarter or more) to communicate academic and behavioral growth in program. Most of that information is exchanged through the use of email. 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 sites 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 and C.

Graduating seniors and students seeking alternate exit options are encouraged to explore programs providing a course of study in their desired field/area. 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.

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

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.** Students enrolled in our credit programs for more than 20 days in a specific quarter, will be on target to complete 70% of their courses for that quarter with proficiency.

Strategic Goals Detail

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

G1. Students enrolled in our credit programs for more than 20 days in a specific quarter, will be on target to complete 70% of their courses for that quarter with proficiency. 1a

G099450

Targets Supported 1b

Indicator	Annual Target
Chronic Absenteeism	10.0
One or More Suspensions	10.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Read 180
- Department PLC Bi-weekly
- Progress Monitoring tools
- Students engagement through relevant competency based self-paced materials
- ESOL program supports
- Reduced teacher pupil ratio
- Certified School Counselors
- ESE AP
- Program support for Emotional/Behavioral Needs

Plan to Monitor Progress Toward G1. 8

Progress monitoring charts

Person Responsible

Jo Ann Turman

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Course completion with proficiency

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

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. Students enrolled in our credit programs for more than 20 days in a specific quarter, will be on target to complete 70% of their courses for that quarter with proficiency. **1**

 G099450

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

 B267825

G1.B1.S1 Provide explicit instruction when introducing new vocabulary, and improve literacy - I do phase

4

 S283727

Strategy Rationale

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

Action Step 1 **5**

Building Vocabulary

Person Responsible

Jodi Hartshaw

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

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

provide explicit instruction when introducing new vocabulary

Person Responsible

Jodi Hartshaw

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

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

Biweekly PLC for progress monitoring

Person Responsible

Jo Ann Turman

Schedule

Biweekly, from 8/16/2017 to 5/30/2018

Evidence of Completion

Pacing guides and course completions

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

 B267826

G1.B2.S1 students lack positive relationships building skills with adults use contingent and non-contingent praise every day with each student **4**

 S283728

Strategy Rationale

Teacher providing student reinforcement, modeling positive behaviors and following up with parents regarding behavior progress in program

Action Step 1 **5**

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

Person Responsible

Michael Schervish

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Behavior Observations, successful days

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

Teachers providing student reinforcement, modeling positive behaviors and following up with parents regarding behavior progress in program

Person Responsible

Jo Ann Turman

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Set goals with students to reach quarter goals. Teach and model goal setting process

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

Behavior observations, students use of appropriate vocabulary and language in conversations with adults

Person Responsible

Michael Schervish

Schedule

Daily, from 8/14/2017 to 5/31/2018


Evidence of Completion

Administrative walk through, number of student earning access to weekly and quarterly events, Behavior observations

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

 B267827

G1.B3.S1 Students have missed relevant learning opportunities prior to entry 4

 S283729

Strategy Rationale

Improvement of attendance by getting parents involved with weekly progress monitoring reports, and daily phone calls when absent

Action Step 1 5

Daily phone calls to parents on student progress

Person Responsible

Jo Ann Turman

Schedule

On 5/30/2018

Evidence of Completion

monitoring student progress and logging track of their progress

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion














Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

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.MA2  M416960	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A2  A383047	[no content entered]		No Start Date		No End Date one-time
G1.B3.S1.MA1  M416956	[no content entered]		No Start Date		No End Date one-time
G1.B3.S1.MA1  M416957	[no content entered]		No Start Date		No End Date one-time
G1.B3.S1.MA1  M416958	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1  M416952	Biweekly PLC for progress monitoring	Turman, Jo Ann	8/16/2017	Pacing guides and course completions	5/30/2018 biweekly
G1.B3.S1.A1  A383049	Daily phone calls to parents on student progress	Turman, Jo Ann	8/14/2017	monitoring student progress and logging track of their progress	5/30/2018 one-time
G1.MA1  M416959	Progress monitoring charts	Turman, Jo Ann	8/21/2017	Course completion with proficiency	5/31/2018 daily
G1.B1.S1.MA1  M416953	provide explicit instruction when introducing new vocabulary	Hartshaw, Jodi	8/14/2017	Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks	5/31/2018 daily
G1.B1.S1.A1  A383046	Building Vocabulary	Hartshaw, Jodi	8/14/2017	Student appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks	5/31/2018 daily
G1.B2.S1.MA1  M416954	Behavior observations, students use of appropriate vocabulary and language in conversations with...	Schervish, Michael	8/14/2017	Administrative walk through, number of student earning access to weekly and quarterly events, Behavior observations	5/31/2018 daily
G1.B2.S1.MA1  M416955	Teachers providing student reinforcement, modeling positive behaviors and following up with parents...	Turman, Jo Ann	8/14/2017	Set goals with students to reach quarter goals. Teach and model goal setting process	5/31/2018 daily
G1.B2.S1.A1  A383048	use contingent and non-contingent praise every day with each student	Schervish, Michael	8/14/2017	Behavior Observations, successful days	5/31/2018 daily

V. Professional Development Opportunities

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

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	Building Vocabulary	\$0.00
2	G1.B1.S1.A2		\$0.00
3	G1.B2.S1.A1	use contingent and non-contingent praise every day with each student	\$0.00
4	G1.B3.S1.A1	Daily phone calls to parents on student progress	\$0.00
Total:			\$0.00