

Volusia County Schools

Stewart Treatment Center



2018-19 Schoolwide Improvement Plan

Stewart Treatment Center

3875 TIGER BAY RD, Daytona Beach, FL 32124

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	43%

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	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	31
Technical Assistance Items	34
Appendix 3: Budget to Support Goals	0

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.

2018-19 DA Category and Statuses for Stewart Treatment 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 student's records are reviewed to determine academic needs as well as academic supports. Schedules are designed to provide services that will transition best 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. Weekly one-on-one sessions occur with the School Counselors to discuss student barriers, academic progress and goal setting.

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 plans 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. At our residential sites, teachers, counselors and administration participate in program events that celebrate individual students or provide parent visitation opportunities.

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

Our site has a positive behavioral system that provides students with daily feedback. Behavior is monitored at specific intervals throughout the day. Behavior teams meet on a weekly or bi-weekly basis to recognize success and plan supportive interventions for students who need the additional. Behavior expectations are posted and regularly reviewed. As this is a residential site, faculty and staff meet weekly as a Pretreatment Team to ensure that we are being consistent and address necessary changes or plan additional supports.

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. SMA Behavioral pairs each student with counselors and a social services staff member for non-educational needs. Students participate in small group and individual counseling based on needs of current population.

3. Early Warning Systems

The school's response to this section may 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 to redirect behavior rather than suspensions are employed. Many of our student learners are below level and require interventions for additional help and support.

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

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assigned to SMA Behavioral	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
above age for grade level	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assigned to Beach House	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

The baseline data reflect students exhibiting two or more indicators, as of October 2018 per district Early Warning System data base. No youth populated on the report at this time. Please note that we consider all students as risk due to their placement at SMA Behavioral 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. Teacher teams meet on a weekly basis to address student behavioral and academic progress. The administrator, school counselor and one teacher (rotates) to meet with SMA Behavioral program staff

in regularly scheduled case management meetings (weekly) to review the progress and address the needs of each student. Teams develop education and program interventions 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 for success.

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

In addition to our open house, parents will be welcomed to our school at regular intervals. Staff will attend student intakes (when invited), graduations and exits to ensure smooth transitions for students as they come and go from the residential adolescent program.

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
Kirvan, Colleen	Assistant Principal
Pelletier, Rebecca	School Counselor
Sewell, Margaret	Paraprofessional
Cruz, Sheila	Teacher, K-12

b. Duties

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

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, Relationships); facilitated the development of a systematic approach to teacher (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and aligned processes and procedures.

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

The school's MTSS Leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes Response To Intervention (RtI) as an explicit step of problem solving and addresses individual as well as class, 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, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC Essential Questions: 1) "How do will we respond when they don't learn?" and 2) "How do will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; monitor and document the rate of academic and behavioral growth of all students; make adjustments in instructional techniques for all students in the classroom through whole and small-group differentiated instruction, establish school-wide screening schedule, such as review of reading (FAIR Assessment, SRI, Edgenuity 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 through progress monitoring and/or the Behavioral Intervention Plan (BIP) and identify students who continue to lag behind the group on critical measures of performance for additional supports. The MTSS/RtI team works in conjunction with the Professional Learning Communities (PLC), the Problem Solving Team (PST) and the ESE Behavioral Support Team (BST), review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at-risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectation, enrichment activities are in place to ensure acceleration of learning. Based on the above information, the leadership team, teachers and SAC will identify priority needs for SIP. These needs will drive professional development and allocation of resources. The team will solve, share effective practices, evaluate implementation, make decisions and practice new process and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions related to implementation. Under Title I Part D, Neglected and Delinquent Youth are provided with supports to access instruction in their residential settings. Programs supported by Title I in Alternative Education include: Supplemental Instruction Teachers to provide interventions and support learner needs as they access the curriculum; Reading Intervention Teacher to provide interventions for students in need; Technology specialist to coordinate use of software and hardware to enhance instruction, System Operators for the purpose of monitoring compliance with district curriculum guidelines and for support in the classroom, Supplemental materials and supplies needed to close the achievement gap and 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
Paul Finn	Business/Community
Rebecca Pelletier	Teacher
Pam Palmer	Business/Community
Mike Schervish	Business/Community
Leroy Raymond	Business/Community
Jim Pelletier	Business/Community
Dale Johns	Principal
Colleen Kirvan	Principal
Jessica Szymczyk	Business/Community
Pam Palmer	Business/Community
Diane Kirvan	Business/Community
Andrew Williams	Principal
Tim Midgette	Teacher
Maggie Sewell	Education Support Employee
Latisha Bordley	Business/Community
Nick King	Teacher
Stefan Jenkins	Principal
Kareemia Swaybe	Business/Community
Jesin Miah	Business/Community
Myraida Davison	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 Services, Highbanks Learning Center, Riverview Learning Center, SMC Behavioral / 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 October 2017 and approved us moving forward unanimously for public input and electronic voting for our plan.

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

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

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

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Biannucci, Roberta	Teacher, K-12
Cruz, Sheila	Teacher, K-12
Kirvan, Colleen	Assistant Principal

b. Duties

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

Major initiatives for the Literacy Leadership Team will be the analysis of qualitative/quantitative student data (i.e. reviewed regularly to understand/track all students' learning and progress through writing samples; observations; ongoing informal and formal assessments and intensive writing integration). The LLT will assist in the understanding and implementation of the Language Arts Florida Standards and their measurement. The LLT will also encourage professional study for teachers through professional 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.

SMA Behavioral operates a school-wide Professional Learning Community that meets weekly. The activities of this team are to review and expand parent involvement initiatives, progress monitoring, 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, 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/Educational Leaders 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.

Regularly scheduled PLC meetings will provide instructional support and a forum for policy guidance.

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 state mandated high stakes testing to guide and support the use of the Edgenuity 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. Leadership team with representatives from all sites meets regularly to identify needs and provide supports.

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

Strategy: Summer Program

Minutes added to school year: 3,840

During the summer of 2018 we were able to provide students with a summer program. The students came to school for 3 hours of core instruction to close learning gaps 4 days each week.

Strategy Rationale

Our students are on site all summer long. All have had attendance issues and have learning gaps. Providing a structured program gives them an opportunity to continue their learning and close gaps.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kirvan, Colleen, cjkirvan@volusia.k12.fl.us

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

Progress monitoring data was collected on each student attending the program.

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. As temporary students (Beach House) are placed throughout the year, information is sought from the sending school and all students placed 5 days or more are provided with withdrawal grades. Most of that information is exchanged through the use of 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.

School counselor meets with students to review graduation requirements and develop a course of study 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. SMA Behavioral Residents have access to CAPE Academy courses providing students the opportunity to earn Microsoft Office Specialist Certification. Graduating seniors and students seeking alternate exit options are encouraged to explore programs providing a course of study in their desired field/area. Pros and cons of the various program focus on

the realities of cost, distance and requirements. Students are enabled to make a consumer decision and complete the application processes necessary for articulation.

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

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

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

SMA Behavioral high school students attended the College Expo with staff, teachers, school counselor and administrator last year. Staff also took the middle school group to the High School Showcase.

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

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 leaders in Alternative Education support effective instructional practices for online personalized blended curriculum, then teachers will successfully implement standards aligned instruction with fidelity and students will be on target to complete 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. If leaders in Alternative Education support effective instructional practices for online personalized blended curriculum, then teachers will successfully implement standards aligned instruction with fidelity and students will be on target to complete their courses for that quarter with proficiency. **1a**

G100565

Targets Supported **1b**

Indicator	Annual Target
GPA below 2.0 - H.S.	70.0

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
- Students need opportunities to explore career paths

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Reduced teacher pupil ratio full staff involvement
- School Counselor
- Part Time Dedicated Reading Teacher
- Full staff involvement
- ESE AP
- Read 180 for Tier 1 students & Teengagement
- Student engagement through relevant competency based self-paced materials
- Student's need to successfully complete program
- Title I A & D dollars to support initiatives
- Career & Technology Teacher
- Program Support for Emotional/Behavioral Needs
- Collaboration with Home Zone schools for individual needs of student
- Department PLC Weekly Meetings
- Student's nutritional needs being met
- Residence and School share site

Plan to Monitor Progress Toward G1. 8

Track quarterly completion rates

Person Responsible

Colleen Kirvan

Schedule

Quarterly, from 8/20/2018 to 5/30/2019

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 leaders in Alternative Education support effective instructional practices for online personalized blended curriculum, then teachers will successfully implement standards aligned instruction with fidelity and students will be on target to complete their courses for that quarter with proficiency. **1**

 G100565

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

 B271277

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

 S287155

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 phase

Person Responsible

Sheila Cruz

Schedule

Daily, from 8/14/2018 to 5/30/2019

Evidence of Completion

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

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

Coaching and follow up

Person Responsible

Sheila Cruz

Schedule

Monthly, from 8/14/2018 to 5/30/2019

Evidence of Completion

Teacher's use of strategy

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

Provide Feedback to teachers

Person Responsible

Sheila Cruz

Schedule

Quarterly, from 8/14/2018 to 5/30/2019

Evidence of Completion

Use PLC as a forum to follow up on skill usage

G1.B1.S2 Utilize Morphographic Spelling to increase student vocabulary 4

 S287156

Strategy Rationale

Morphographic Spelling is a one year program designed to teach students 4th grade - Adult a system to accurately spell nearly all the words in the English language. Completion of 140 20-minute lessons results in an accurate written vocabulary of more than 12,000 words.

Action Step 1 5

Students Utilize Morphographic Spelling Material

Person Responsible

Sheila Cruz

Schedule

Biweekly, from 8/14/2018 to 5/31/2019

Evidence of Completion

Classroom Instruction

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

Coach teachers to support material use

Person Responsible

Sheila Cruz

Schedule

Monthly, from 8/14/2018 to 5/31/2019

Evidence of Completion

VSET Evidence

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

Teach daily lessons

Person Responsible

Sheila Cruz

Schedule

Biweekly, from 8/14/2018 to 5/31/2019

Evidence of Completion

Teacher's records of student completed work

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

 B271278

G1.B2.S1 Positively reinforce each student daily using contingent and non-contingent praise, Model positive behaviors for the students to emulate, Teachers make positive phone calls to parents on a regular basisd **4**

 S287157

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" to id and act on potential learning or behavioral problems has a high effect size of .7 according to Hattie's meta-analyses

Action Step 1 **5**

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

Person Responsible

Sheila Cruz

Schedule

Daily, from 8/14/2018 to 5/30/2019

Evidence of Completion

Behavior observations

Action Step 2 **5**

Purchase reinforcers for students

Person Responsible

Sheila Cruz

Schedule

Monthly, from 8/14/2018 to 5/30/2019

Evidence of Completion

purchase orders

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

Walk throughs focused on Components 2.1 and 3.1

Person Responsible

Colleen Kirvan

Schedule

Monthly, from 8/14/2018 to 5/30/2019

Evidence of Completion

VSET evidence

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

Provide Feedback to teachers on their use

Person Responsible

Colleen Kirvan

Schedule

Monthly, from 8/14/2018 to 5/30/2019

Evidence of Completion

VSET Evidence

G1.B2.S2 Utilize and model Growth Mindset with students 4

S287158

Strategy Rationale

Students who have not yet mastered curriculum need to stay positive with the I will be able to just not yet attitude.

Action Step 1 5

Provide Teachers with Growth Mindset staff development during faculty meetings

Person Responsible

Colleen Kirvan

Schedule

Monthly, from 8/20/2018 to 5/30/2019

Evidence of Completion

Meeting Agenda

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Discuss in PLCs students that will benefit from growth mindset

Person Responsible

Sheila Cruz

Schedule

Biweekly, from 8/14/2018 to 5/30/2019

Evidence of Completion

Meeting agendas

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administrator will model growth mindset

Person Responsible

Colleen Kirvan

Schedule

Daily, from 8/14/2018 to 5/30/2019

Evidence of Completion

Signature on Meeting Sign ins, Walk throughs, Feedback

G1.B2.S3 Utilize Why Try Curriculum to provide resilience training to students 4

 S287159

Strategy Rationale

Studies have shown that students who score higher on resilience measures have improved social skills, higher grades, a greater love of learning, and better decision-making skills.

Action Step 1 5

Provide weekly lesson in character education

Person Responsible

Roberta Biannucci

Schedule

Weekly, from 8/14/2018 to 5/30/2019

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Provide Coaching and follow up

Person Responsible

Colleen Kirvan

Schedule

Monthly, from 8/14/2018 to 5/30/2019

Evidence of Completion

VSET evidence

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Provide Feedback in use of strategy

Person Responsible

Colleen Kirvan

Schedule

Monthly, from 8/14/2018 to 5/30/2019

Evidence of Completion

VSET Data

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

 B271279

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

 S287160

Strategy Rationale

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

Action Step 1 **5**

Students will be assigned to the most relevant curriculum

Person Responsible

Rebecca Pelletier

Schedule

Weekly, from 8/14/2018 to 5/30/2019

Evidence of Completion

Progress Monitoring Sheets

Action Step 2 **5**

Provide Students opportunities to gain automaticity with math facts

Person Responsible

Sheila Cruz

Schedule

Weekly, from 8/14/2018 to 5/30/2019

Evidence of Completion

Lesson Plans

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

PLC groups will meet weekly to monitor student progress

Person Responsible

Sheila Cruz

Schedule

Weekly, from 8/14/2018 to 5/30/2019

Evidence of Completion

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

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

Administrator will support group work

Person Responsible

Colleen Kirvan


Schedule

Monthly, from 8/14/2018 to 5/30/2019

Evidence of Completion

Hay

G1.B4 Students need opportunities to explore career paths **2**

 B271280

G1.B4.S2 Students will access My Career Shines to explore career paths **4**

 S287161

Strategy Rationale

Students need background information to decide on career paths and open options and pathways

Action Step 1 **5**

Students will engage in STEM activities

Person Responsible

Sheila Cruz

Schedule

Biweekly, from 8/14/2018 to 5/30/2019

Evidence of Completion

Kirvan

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

demonstration of skill development using manipulatives

Person Responsible

Sheila Cruz

Schedule

Quarterly, from 8/20/2018 to 5/30/2019

Evidence of Completion

checklist of youth who have demonstrated skill

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

student quiz scores will improve

Person Responsible

Sheila Cruz

Schedule

Quarterly, from 9/20/2018 to 5/30/2019

Evidence of Completion

hard copy quiz results

V. Professional Development Opportunities

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

G1. If leaders in Alternative Education support effective instructional practices for online personalized blended curriculum, then teachers will successfully implement standards aligned instruction with fidelity and students will be on target to complete their courses for that quarter with proficiency.

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 phase

Facilitator

Kirvan

Participants

All

Schedule

Daily, from 8/14/2018 to 5/30/2019

G1.B1.S2 Utilize Morphographic Spelling to increase student vocabulary

PD Opportunity 1

Students Utilize Morphographic Spelling Material

Facilitator

Kirvan

Participants

Reading & Language Arts Teachers

Schedule

Biweekly, from 8/14/2018 to 5/31/2019

G1.B2 Students lack positive relationship- building skills with adults

G1.B2.S2 Utilize and model Growth Mindset with students

PD Opportunity 1

Provide Teachers with Growth Mindset staff development during faculty meetings

Facilitator

Kirvan

Participants

All instructional staff

Schedule

Monthly, from 8/20/2018 to 5/30/2019

G1.B2.S3 Utilize Why Try Curriculum to provide resilience training to students

PD Opportunity 1

Provide weekly lesson in character education

Facilitator

Why Try organization

Participants

selected teachers

Schedule

Weekly, from 8/14/2018 to 5/30/2019

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

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

PD Opportunity 1

Students will be assigned to the most relevant curriculum

Facilitator

Kirvan

Participants

All instructional personnel

Schedule

Weekly, from 8/14/2018 to 5/30/2019

VI. Technical Assistance Items

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

G1. If leaders in Alternative Education support effective instructional practices for online personalized blended curriculum, then teachers will successfully implement standards aligned instruction with fidelity and students will be on target to complete their courses for that quarter with proficiency.

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

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

TA Opportunity 1

Provide Students opportunities to gain automaticity with math facts

Facilitator

Cruz

Participants

enrolled youth

Schedule

Weekly, from 8/14/2018 to 5/30/2019

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 M425355	Track quarterly completion rates	Kirvan, Colleen	8/20/2018	Completed Chart	5/30/2019 quarterly
G1.B1.S1.MA1 M425341	Provide Feedback to teachers	Cruz, Sheila	8/14/2018	Use PLC as a forum to follow up on skill usage	5/30/2019 quarterly
G1.B1.S1.MA1 M425342	Coaching and follow up	Cruz, Sheila	8/14/2018	Teacher's use of strategy	5/30/2019 monthly
G1.B1.S1.A1 A389383	Provide explicit instruction when introducing new vocabulary - I do phase	Cruz, Sheila	8/14/2018	Students appropriate use of vocabulary in oral conversation, reading comprehension and writing tasks - They do phase	5/30/2019 daily
G1.B2.S1.MA1 M425345	Provide Feedback to teachers on their use	Kirvan, Colleen	8/14/2018	VSET Evidence	5/30/2019 monthly
G1.B2.S1.MA1 M425346	Walk throughs focused on Components 2.1 and 3.1	Kirvan, Colleen	8/14/2018	VSET evidence	5/30/2019 monthly
G1.B2.S1.A1 A389385	Use contingent and non-contingent praise every day with each student	Cruz, Sheila	8/14/2018	Behavior observations	5/30/2019 daily
G1.B2.S1.A2 A389386	Purchase reinforcers for students	Cruz, Sheila	8/14/2018	purchase orders	5/30/2019 monthly
G1.B3.S1.MA1 M425351	Administrator will support group work	Kirvan, Colleen	8/14/2018	Hay	5/30/2019 monthly
G1.B3.S1.MA1 M425352	PLC groups will meet weekly to monitor student progress	Cruz, Sheila	8/14/2018	Weekly documentation of student progress, agendas, and or sign in	5/30/2019 weekly
G1.B3.S1.A1 A389389	Students will be assigned to the most relevant curriculum	Pelletier, Rebecca	8/14/2018	Progress Monitoring Sheets	5/30/2019 weekly
G1.B3.S1.A2 A389390	Provide Students opportunities to gain automaticity with math facts	Cruz, Sheila	8/14/2018	Lesson Plans	5/30/2019 weekly
G1.B2.S2.MA1 M425347	Administrator will model growth mindset	Kirvan, Colleen	8/14/2018	Signature on Meeting Sign ins, Walk throughs, Feedback	5/30/2019 daily
G1.B2.S2.MA1 M425348	Discuss in PLCs students that will benefit from growth mindset	Cruz, Sheila	8/14/2018	Meeting agendas	5/30/2019 biweekly
G1.B2.S2.A1 A389387	Provide Teachers with Growth Mindset staff development during faculty meetings	Kirvan, Colleen	8/20/2018	Meeting Agenda	5/30/2019 monthly
G1.B4.S2.MA1 M425353	student quiz scores will improve	Cruz, Sheila	9/20/2018	hard copy quiz results	5/30/2019 quarterly
G1.B4.S2.MA1 M425354	demonstration of skill development using manipulatives	Cruz, Sheila	8/20/2018	checklist of youth who have demonstrated skill	5/30/2019 quarterly
G1.B4.S2.A1 A389391	Students will engage in STEM activities	Cruz, Sheila	8/14/2018	Kirvan	5/30/2019 biweekly
G1.B2.S3.MA1 M425349	Provide Feedback in use of strategy	Kirvan, Colleen	8/14/2018	VSET Data	5/30/2019 monthly
G1.B2.S3.MA1 M425350	Provide Coaching and follow up	Kirvan, Colleen	8/14/2018	VSET evidence	5/30/2019 monthly
G1.B2.S3.A1 A389388	Provide weekly lesson in character education	Biannucci, Roberta	8/14/2018	Lesson plans	5/30/2019 weekly

Volusia - 9892 - Stewart Treatment Center - 2018-19 SIP
Stewart Treatment Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1 M425343	Teach daily lessons	Cruz, Sheila	8/14/2018	Teacher's records of student completed work	5/31/2019 biweekly
G1.B1.S2.MA1 M425344	Coach teachers to support material use	Cruz, Sheila	8/14/2018	VSET Evidence	5/31/2019 monthly
G1.B1.S2.A1 A389384	Students Utilize Morphographic Spelling Material	Cruz, Sheila	8/14/2018	Classroom Instruction	5/31/2019 biweekly