# Volusia Regional Juvenile Detention Center



## 2019-20 Schoolwide Improvement Plan

## Table of Contents

# Volusia Regional Juvenile Detention Center

3840 OLD DELAND RD, Daytona Beach, FL 32124

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

## Demographics

## Principal: Thomas Soli J

Start Date for this Principal: 9/11/2019

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Combination School<br>KG-12 |
| **Primary Service Type**<br>(per MSID File) | Alternative Education |
| **2018-19 Title I School** | No |
| **2018-19 Economically<br>Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 3% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | |
| **School Grades History** | 2018-19: No Grade<br><br>2017-18: No Grade<br><br>2016-17: No Grade<br><br>2015-16: No Grade<br><br>2014-15: No Grade |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southeast |
| **Regional Executive Director** | LaShawn Russ-Porterfield |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## School Board Approval

This plan is pending approval by the Volusia County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

### 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. 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.

# Table of Contents

# Volusia Regional Juvenile Detention Center

3840 OLD DELAND RD, Daytona Beach, FL 32124

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

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2018-19 Title I School** | **2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Combination School KG-12 | No | % |

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

## School Grades History

**Year**

**Grade**

## School Board Approval

This plan is pending approval by the Volusia County School Board.

## SIP Authority

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.

## 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. 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: School Information

### School Mission and Vision

**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

**Provide the school's vision statement.**

Our greatest contribution is to be sure that there is a teacher in every classroom who cares that every student, every day, learns, grows and feels like a human being; they don't care until they know we care.

### School Leadership Team

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

| Name | Title | Job Duties and Responsibilities |
| --- | --- | --- |
| Johns, Dale | Principal | Administrative oversight - all 6 sites |
| Plummer, Michael | Teacher, Career/Technical | Technology input/TEAMS contact |
| Pelletier, Rebecca | School Counselor | DAC and SIP Contact |
| Cotto, Maggie | Teacher, K-12 | Riverview contact/TEAMS contact |
| Kirvan, Colleen | Assistant Principal | Administrative oversight - 4 residential sites |
| Midgette, Tim | Teacher, ESE | DJRF contact |
| Jenkins, Steafon | Assistant Principal | Administrative oversight - Highbanks |
| Schervish, Michael | Assistant Principal | Administrative oversight - SIP contact |
| Whitmore, Logan | Administrative Support | Riverview support |
| Jennison, Heidi | Instructional Coach | RIverview and Highbanks teacher support |

## Early Warning Systems

### Current Year

#### The number of students by grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 6 | 10 | 16 | 4 | 0 | 40 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 3 | 0 | 0 | 7 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 3 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 5 | 0 | 0 | 8 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 5 | 0 | 0 | 10 |

#### The number of students with two or more early warning indicators:

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

#### The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**FTE units allocated to school (total number of teacher units)**
5

**Date this data was collected or last updated**
Wednesday 9/11/2019

### Prior Year - As Reported

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

| Indicator | Grade Level | Total |
|---|---|---|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

#### The number of students with two or more early warning indicators:

| Indicator | Grade Level | Total |
|---|---|---|
| Students with two or more indicators | | |

### Prior Year - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 3 | 0 | 0 | 6 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 5 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 | 0 | 0 | 4 |

**The number of students with two or more early warning indicators:**

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

## Part II: Needs Assessment/Analysis

**School Data**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 0% | 54% | 61% | 0% | 55% | 57% |
| ELA Learning Gains | 0% | 53% | 59% | 0% | 56% | 57% |
| ELA Lowest 25th Percentile | 0% | 44% | 54% | 0% | 43% | 51% |
| Math Achievement | 0% | 55% | 62% | 0% | 54% | 58% |
| Math Learning Gains | 0% | 52% | 59% | 0% | 52% | 56% |
| Math Lowest 25th Percentile | 0% | 45% | 52% | 0% | 47% | 50% |
| Science Achievement | 0% | 61% | 56% | 0% | 56% | 53% |
| Social Studies Achievement | 0% | 72% | 78% | 0% | 75% | 75% |

| EWS Indicators as Input Earlier in the Survey | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Indicator | Grade Level (prior year reported) | | | | | | | | | | | | | Total |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 4 (0) | 6 (0) | 10 (0) | 16 (0) | 4 (0) | 0 (0) | 40 (0) |
| Attendance below 90 percent | 0 () | 0 () | 0 () | 0 () | 0 () | 0 () | 0 () | 1 () | 1 () | 2 () | 3 () | 0 () | 0 () | 7 (0) |
| One or more suspensions | 0 () | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 1 (0) | 2 (0) | 0 (0) | 0 (0) | 3 (0) |
| Course failure in ELA or Math | 0 () | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 1 (0) | 0 (0) | 2 (0) | 5 (0) | 0 (0) | 0 (0) | 8 (0) |
| Level 1 on statewide assessment | 0 () | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 1 (0) | 0 (0) | 4 (0) | 5 (0) | 0 (0) | 0 (0) | 10 (0) |

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 03 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 09 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 10 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 03 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2019 | | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2019 | | | | | |
| | 2018 | | | | | |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2019 | | | | | |
| 2018 | | | | | |
| CIVICS EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2019 | | | | | |
| 2018 | | | | | |
| HISTORY EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2019 | | | | | |
| 2018 | | | | | |
| ALGEBRA EOC | | | | | |
| **Year** | **School** | **District** | **School Minus District** | **State** | **School Minus State** |
| 2019 | | | | | |
| 2018 | | | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

## Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| **2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| **2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | |
| OVERALL Federal Index Below 41% All Students | N/A |
| Total Number of Subgroups Missing the Target | |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | |
| Total Components for the Federal Index | |
| Percent Tested | |
| **Subgroup Data** | |

## Analysis

### Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

A MATH Proficiency / ELA Proficiency.
Students lack foundation in math and reading skills, along with attendance issues , students lack positive relationships with staff and adults in general. Students lack Goal Setting Skills

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

B Graduation Assurance - through credit retrieval.
Students in Alternative ED. tend to lag behind all other subgroups in GPA, EOC's, FSA, attendance and graduation rate. Lack of remediation of foundational skills in Math and Reading.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

C Math Proficiency.
Students lack foundation in math and reading skills, along with attendance issues , students lack positive relationships with staff and adults in general.
Students in Alternative ED. tend to lag behind all other subgroups in GPA, EOC's, FSA, and graduation rate

**Which data component showed the most improvement? What new actions did your school take in this area?**

D Science Proficiency.
New educational program, Edgenuity, course completions.
Professional development for instructors and staff, reading interventions, social -emotional training, PLC and progress monitoring tools.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

E Attendance, course completion and remediation.
student goal setting.
Professional training of teachers in social/emotional struggles of the students.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. M,ATH/ELA PROFICIENCY - Best practices in the classroom remediation of Math and Reading skills
2. Productive PLC's
3. Positive teacher/student relationships
4. Increase in course completions / graduation assurance through credit retrieval
5. successful transition back to zone school, increase in graduation assurance rate.

## Part III: Planning for Improvement

**Areas of Focus:**

| #1 | |
|---|---|
| **Title** | Math Proficiency |
| **Rationale** | Students Lack foundation in Math skills |

| | |
|---|---|
| **State the measurable outcome the school plans to achieve** | Students in our program for more than 20 days will be on track to complete course with 70% proficiency. Weekly progress monitoring, course completions/quarterly grades, on target with target date in Edgenuity. |
| **Person responsible for monitoring outcome** | Natalie Rooney (ndrooney@volusia.k12.fl.us) |
| **Evidence-based Strategy** | Differentiation through scaffolding |
| **Rationale for Evidence-based Strategy** | The Math proficiency not only showed the lowest performance, but also the greatest decline from the prior year, and the math component had the greatest gap when compared to the state average. This Data component showed the lowest performance according to last years EWS indicators.<br>Students in Alternative Ed. tend to Lag behind all other subgroups in GPA, EOC's, FSA, attendance and graduation rate. |

| Action Step | |
|---|---|
| **Description** | 1. Assess individual student needs<br>2. Provide supplementary resources<br>3. Progress monitoring/Edgenuity<br>4. Teacher/Student ratio (small group; 1:1)<br>5. Provide emotional /behavioral supports<br>6. Guided notes<br>7. Gradual release<br>8. Break tasks down into small steps<br>9. Professional Development for Instructional staff in Social-Emotional Training, Blended Learning, and Effective PLC's. In order to foster better student - teacher relationships<br>10. Emphasis on graduation assurance through credit retrieval<br>11. Remediation of Foundational skills in Math and Reading |
| **Person Responsible** | Natalie Rooney (ndrooney@volusia.k12.fl.us) |

| #2 | |
|---|---|
| **Title** | ELA Proficiency |
| **Rationale** | Students Lack foundation in Reading Skills. Students are not on track when they come to our programs; if they are, we must maintain their progress. |

| | |
|---|---|
| **State the measurable outcome the school plans to achieve** | Students in our program for more than 20 days will be on track to complete course with 70% proficiency. Weekly progress monitoring, course completions/quarterly grades, on target with target date in Edgenuity. |
| **Person responsible for monitoring outcome** | Kym Finn (kfinn@volusia.k12.fl.us) |
| **Evidence-based Strategy** | Differentiation through scaffolding |
| **Rationale for Evidence-based Strategy** | Scaffolding has a .82 effect size (Hattie). The ELA proficiency not only showed low performance, but also nearly the greatest decline from the prior year, and the ELA component had Nearly the greatest gap when compared to the state average. This Data component showed the lowest performance according to last years EWS indicators. Students in Alternative Ed. tend to Lag behind all other subgroups in GPA, EOC's, FSA, attendance and graduation rate. |

| Action Step | |
|---|---|
| **Description** | 1. Assess individual student needs<br>2. Provide supplementary resources<br>3. Progress monitoring/Edgenuity<br>4. Teacher/Student ratio (small group; 1:1)<br>5. Provide emotional /behavioral supports<br>6. Guided notes<br>7. Gradual release<br>8. Break tasks down into small steps<br>9. Professional Development for Instructional staff in Social-Emotional Training, Blended Learning, and Effective PLC's. In order to foster better student - teacher relationships<br>10. Emphasis on graduation assurance through credit retrieval<br>11. Remediation of Foundational skills in Math and Reading |
| **Person Responsible** | Kym Finn (kfinn@volusia.k12.fl.us) |

| #3 | |
|---|---|
| **Title** | Graduation Assurance |
| **Rationale** | Students lack positive relationships with staff |

| | |
|---|---|
| **State the measurable outcome the school plans to achieve** | Increase graduation rate through increased program completion. Students in Alternative Ed. tend to Lag behind all other subgroups in GPA, EOC's, FSA, attendance and graduation rate. |
| **Person responsible for monitoring outcome** | Rebecca Pelletier (rpelleti@volusia.k12.fl.us) |
| **Evidence-based Strategy** | Social Emotional Learning - Professional Development for teachers in Social Emotional Training, Blended learning, poverty awareness and cultural sensitivity. |
| **Rationale for Evidence-based Strategy** | Students lack study skills as well as positive relations with adults. |

| Action Step | |
|---|---|
| **Description** | 1. Professional Development for Instructional staff in Social-Emotional Training, Blended Learning, and Effective PLC's. In order to foster better student - teacher relationships<br>2. Emphasis on graduation assurance through credit retrieval |
| **Person Responsible** | Rebecca Pelletier (rpelleti@volusia.k12.fl.us) |

## Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## Part IV: Title I Requirements

**Additional Title I Requirements**
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Please reference our comprehensive Parent Involvement Plans

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

**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.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

The Alternative Education School Counselor provides a systematic approach to place students returning to district schools at all sites where the student is enrolled long term (one quarter or more) to communicate academic and behavioral growth in the program. Most of the transitional information is exchanged through the use of email and student CrossPointe files. However, sending schools are invited to reach out to their student through a teacher to teacher exchange as well.

**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 Alternative Education Leadership Team functions as a Multi-Tiered Systems of Support and a natural extension of the school's Problem Solving Team (PST).The team meets regularly to engage in the following activities: 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 performing at least proficient on required standards. For those students who are identified as at-risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. Based on the above information, the leadership team, teachers, and SAC will identify priority professional development supports for the SIP. These needs will drive professional development and allocation of resources. The team will collaborate, solve challenges, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions related to implementation. Under Title I Part A, our schools work with outside agencies that provide specific services to identified children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Each individual site school counselor meets with students to review graduation requirements and develop a course of student designed to meet the individual needs of the student future goals. Educational counseling sessions are based upon the goals of the student developing a plan A, B, or C.