

Volusia County Schools

Dept. Of Corrections Educational Program



2020-21 Schoolwide Improvement Plan

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Dept. Of Corrections Educational Program

1300 RED JOHN DR, Daytona Beach, FL 32124

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

Demographics

Principal: Patricia Corr

Start Date for this Principal: 8/25/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	27%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 8-12</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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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 all active stakeholders work to ensure that every student has the opportunity to learn, grow, and develop meaningful positive relationships. The educational environment serves to provide the knowledge and skills that will assist our students to in being better equipped to be positive, contributing members of our democratic society. They don't care what you know until they know we care.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Johns, Dale	Principal	Administrative oversight - all 6 sites
Kirvan, Colleen	Assistant Principal	Administrative Oversight - 4 residential sites
Plummer, Michael	Teacher, Career/Technical	Technology input/TEAMs contact
Cotto, Maggie	Teacher, K-12	Riverview contact/TEAMs contact
Schervish, Michael	Assistant Principal	Administrative oversight - SIP contact
Pelletier, Rebecca	School Counselor	DAC and SIP contact
Jenkins, Steafon	Assistant Principal	Administrative oversight - Highbanks
Whitmore, Logan	Administrative Support	Riverview support
Little, Rosalind	School Counselor	
Cruz, Sheila	Teacher, K-12	
Cioffi, Joseph	Teacher, K-12	
Williams, LaKeshia	Teacher, ESE	

Demographic Information

Principal start date

Tuesday 8/25/2020, Patricia Corr

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12

Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	27%
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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 .	

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	0	0	0	1	2	0	3
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	1	0	0	1
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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	0
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Date this data was collected or last updated

Tuesday 8/25/2020

Prior Year - As Reported

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	

Number of students enrolled	0	0	0	0	0	0	0	0	0	1	1	1	0	3
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Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	0	0	0	0	0	0	0
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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	0
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	1	1	1	2	5
Attendance below 90 percent	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
Course failure in ELA or Math	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

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	0	0	0	0	0	1	1

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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%	52%	56%	0%	49%	53%
ELA Learning Gains	0%	49%	51%	0%	48%	49%
ELA Lowest 25th Percentile	0%	37%	42%	0%	37%	41%
Math Achievement	0%	48%	51%	0%	50%	49%
Math Learning Gains	0%	49%	48%	0%	42%	44%
Math Lowest 25th Percentile	0%	38%	45%	0%	34%	39%
Science Achievement	0%	76%	68%	0%	72%	65%
Social Studies Achievement	0%	69%	73%	0%	68%	70%

EWS Indicators as Input Earlier in the Survey						
Indicator	Grade Level (prior year reported)					Total
	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019					
	2018					
Cohort Comparison						

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	0%	55%	-55%	57%	-57%
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.

No data available for the 2019-2020 school year. State testing mandates waived in accordance to an executive order (Gov. DeSantis) during COVID-19. Reference 2018- 2019 data if necessary.

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

No data available for the 2019-2020 school year. State testing mandates waived in accordance to an executive order (Gov. DeSantis) during COVID-19. Reference 2018 - 2019 data if necessary.

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.

No data available for the 2019-2020 school year. State testing mandates waived in accordance to an executive order (Gov. DeSantis) during COVID-19. Reference 2018 - 2019 data if necessary.

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

No data available for the 2019-2020 school year. State testing mandates waived in accordance to an executive order (Gov. DeSantis) during COVID-19. Reference 2018- 2019 data if necessary.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. ELA proficiency
2. MA proficiency

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

1. ELA / MA proficiency
2. Positive teacher/student/staff relationships
3. Increased course completions / credit retrievals
4. Transition and/or re-entry process
5. Graduation assurance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale: ELA Proficiency: Students are identified based on their standardized test scores. Students scoring in the lowest quartile lack the proficiency or perform below average in ELA related skills (reading and writing skills).

Measurable Outcome: Student who remains enrolled in our academic setting for greater than 20 academic school days and completes course work with 70% proficiency, will be on track to complete the quarter or semester curriculum for their designated grade level.

Person responsible for monitoring outcome: Colleen Kirvan (cjkirvan@volusia.k12.fl.us)

Evidence-based Strategy: Differentiation through scaffolding.

Rationale for Evidence-based Strategy: Students enrolled in Alternative Ed programs are likely to have indicators that identify them as “at risk” on the state reported Early Warning System (EWS). These indicators are consistent with the subgroups within the state testing data of students who perform in the lowest quartile

Action Steps to Implement

- *Assess individual student academic needs.
- *Provide supplementary resources.
- *Weekly progress monitoring.
- *Teacher/Student ratio (1:1) / small group (3:1)
- *Guided notes
- *Gradual release model (instruction in small increments)
- *Continued professional development for staff (i.e., SEL, blended learning, etc.).
- *Provide credit retrieval opportunities towards graduation assurance.

Person Responsible Colleen Kirvan (cjkirvan@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus
Description and Rationale: MA Proficiency: Students are identified based on their standardized test scores. Students scoring in the lowest quartile lack the proficiency or perform below average in ELA related skills (reading and writing skills).

Measurable Outcome: Student who remains enrolled in our academic setting for greater than 20 academic school days and completes course work with 70% proficiency, will be on track to complete the quarter or semester curriculum for their designated grade level

Person responsible for monitoring outcome: Colleen Kirvan (cjkirvan@volusia.k12.fl.us)

Evidence-based Strategy: Differentiation through scaffolding

Rationale for Evidence-based Strategy: Students enrolled in Alternative Ed programs are likely to have indicators that identify them as “at risk” on the state reported Early Warning System (EWS). These indicators are consistent with the subgroups within the state testing data of students who perform in the lowest quartile.

Action Steps to Implement

- *Assess individual student academic needs.
- *Provide supplementary resources.
- *Weekly progress monitoring.
- *Teacher/Student ratio (1:1) / small group (3:1)
- *Guided notes
- *Gradual release model (instruction in small increments)
- *Continued professional development for staff (i.e., SEL, blended learning, etc.)
- *Provide credit retrieval opportunities towards graduation assurance.

Person Responsible Colleen Kirvan (cjkirvan@volusia.k12.fl.us)

#3. Other specifically relating to Graduation Assurance

Area of Focus Description and Rationale: Research indicates that students who develop significant relationships with 1 or more faculty/staff are more likely to complete the requirements established to receive a standard high school diploma.

Measurable Outcome: Students who remain enrolled in an alternative ed program for greater than 20 academic school days and completes course work with 70% proficiency, are more likely to successfully complete core academic courses and earn credits through remediation, thus leading to an increased graduation rate for district and state data.

Person responsible for monitoring outcome: Colleen Kirvan (ckirvan@volusia.k12.fl.us)

Evidence-based Strategy: Professional development is provided for teachers in the areas of Social Emotional Learning (SEL), Cultural Awareness & Sensitivity , as well as Social Justice & Restoration.

Rationale for Evidence-based Strategy: Many "at risk" students lack the skills to develop positive and meaningful relationships with peers and adults. Data from the state Early Warning System (EWS) identifies these students and provides multiple indicators that directly or indirectly imply these factors indicate a lack of social and emotional development and skills.

Action Steps to Implement

- *Professional development for instructional staff in Social Emotional Learning, Cultural Awareness and related subjects
- *Emphasis on graduation assurance through credit retrieval.
- *Weekly goal setting strategies and monitoring.
- *Development of Individual Academic Success Plans for identified students.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Contact information for VCS Alternative Ed administration, faculty & staff is provided to all internal (facility staff) and external stakeholders (parents/zoned school). Facility staff are invited to weekly PLC's to address student related concerns and foster positive professional relationships that center around the student. Student related conferences are held via phone, preferred virtual format or offsite to accommodate the parents and provide a welcoming and least restrictive environment.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Other: Graduation Assurance	\$0.00
Total:			\$0.00