

Volusia County Schools

# Stewart Treatment Center



2020-21 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>18</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Stewart Treatment Center

3875 TIGER BAY RD, Daytona Beach, FL 32124

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

### Demographics

Principal: Patricia Corr

Start Date for this Principal: 8/31/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	72%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Stewart Treatment Center

3875 TIGER BAY RD, Daytona Beach, FL 32124

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

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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

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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 there is a teacher in every classroom who cares about the academic and personal well being of every student. Each and every day, our teachers ensure that all students will have an opportunity to learn, grow, and build positive and meaningful relationships among their peers, faculty, administration, and staff. Students don't care what you know, until they know you 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
Plummer, Michael	Teacher, Career/Technical	Technology contact / TEAMS contact
Cotto, Maggie	Teacher, K-12	Riverview contact / TEAMS contact
Schervish, Michael	Assistant Principal	Administrative oversight - SIP contact
Kirvan, Colleen	Assistant Principal	Administrative Support
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	School Counseling Director
Cruz, Sheila	Teacher, K-12	Stewart Contact
Cioffi, Joseph	Teacher, K-12	DJRF Contact
Nass, Keri Lynn	Teacher, ESE	ESE Contact
Vaughn, Alexis	Teacher, K-12	Elementary contact
Williams, LaKeshia	Teacher, K-12	DOC contact

### Demographic Information

#### Principal start date

Monday 8/31/2020, 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**

4

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	72%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	1	4	3	2	2	12	
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	1	0	0	0	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	1	0	1	0	0	2	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	1	0	0	1	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	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	1	0	0	0	0	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### 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	2	3	7	7	4	2	25	
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	1	1	0	0	3	
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1	
Course failure in ELA or Math	0	0	0	0	0	0	1	0	3	4	1	0	1	10	
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	1	1	2	0	1	6	

#### 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	1	1	2	0	1	6

#### 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	

**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	2	3	7	7	4	2	25
Attendance below 90 percent	0	0	0	0	0	0	1	0	0	1	1	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	1	0	3	4	1	0	1	10
Level 1 on statewide assessment	0	0	0	0	0	0	1	0	1	1	2	0	1	6

**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	1	1	2	0	1	6

**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	

**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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(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
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	0%	50%	-50%	54%	-54%
	2018					
Cohort Comparison		0%				
07	2019	0%	47%	-47%	52%	-52%
	2018	0%	47%	-47%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	50%	-50%	56%	-56%
	2018	0%	56%	-56%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	51%	-51%	55%	-55%
	2018	0%	50%	-50%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	50%	-50%	53%	-53%
	2018	0%	49%	-49%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019	0%	47%	-47%	54%	-54%
	2018	0%	44%	-44%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	29%	-29%	46%	-46%
	2018	0%	37%	-37%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019					
	2018					
Cohort Comparison						
08	2019	0%	57%	-57%	48%	-48%
	2018	0%	60%	-60%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	72%	-72%	67%	-67%
2018	0%	65%	-65%	65%	-65%
Compare		0%			
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	68%	-68%	71%	-71%
2018	0%	66%	-66%	71%	-71%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	63%	-63%	70%	-70%
2018	0%	63%	-63%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	61%	-61%
2018	0%	57%	-57%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	55%	-55%	57%	-57%
2018	0%	55%	-55%	56%	-56%
Compare		0%			

### 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	

**ESSA 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.**

MATH Proficiency / ELA Proficiency

Students lack foundation in math and reading skills, along with attendance issues. Students need to develop positive relationships with staff and adults in general. Students also need to improve their goal setting skills.

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

Graduation assurance through credit retrieval. Student sin Alternative Education ten to fall behind all other subgroups in GPA, EOCs, FSA, attendance and graduation rate. A lack of remediation of foundational skills in math and reading have contributed to this decline.

**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.**

Math Proficiency / ELA Proficiency

Students need to develop math and reading proficiency. Many students who enter alternative education have attendance issues. Additionally, these students tend to fall behind other students in GPA, EOCs, FSA and show a much lower graduation rate.

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

Science proficiency

Improved educational program with Edgenuity. A much higher rate of course completions has also helped with improvement. There has been additional training for instructors and staff. Instructors have used reading interventions and progress monitoring tools.

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

1. Course completions, remediation, and student goal setting.
2. Professional training of teachers and staff in social/emotional struggles of students.

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

1. Math / ELA proficiency - Best practices in the classroom. Remediation of math and reading skills.
2. Productive PLCs.
3. Positive student / teacher relationships.

4. Increase course completions / graduation assurance through credit retrieval.
5. Successful transition back to zoned school, increase graduation assurance.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Other specifically relating to Math proficiency

##### Area of Focus Description and Rationale:

Students lack foundation in math skills student are not on track when they come to our programs; if they are, we must maintain progress.

##### Measurable Outcome:

Students in attendance for more than 20 days will be on track to complete their scheduled course and demonstrate master and proficiency at 70% or better. Weekly progress monitoring, course completions, quarterly grades, on target with target date in Edgenuity.

##### Person responsible for monitoring outcome:

Sheila Cruz (skcruz@volusia.k12.fl.us)

##### Evidence-based Strategy:

Differentiation through scaffolding

##### Rationale for Evidence-based Strategy:

Scaffolding has a .82 effect size (Hattie). Data indicates that students in Alternative Education programs typically earn performance scores that fall within the lower(25%) quartile of EOC and FSA testing. The low performance scores are an indicator of the lack of math proficiency. These students have EWS indicators for attendance, grades and overall GPA.

#### Action Steps to Implement

1. Guided notes
2. Gradual release
3. Provide emotional/behavioral supports
4. Assessment of individual student needs
5. Small groups and teacher/student ratio
6. Staff professional development in areas such as : Blended Learning, Effective PLC's, Social-Emotional Learning, First Aid for Student Mental Health.
7. Remediation of foundational reading skills.
8. Provide supplementary resources for individual and group blended learning.
9. Progress monitoring (Edgenuity).
10. Credit retrieval with emphasis on Graduation Assurance / Project 10.

##### Person Responsible

Sheila Cruz (skcruz@volusia.k12.fl.us)

**#2. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	Students lack positive relationships with staff. In addition, students have attendance issues.
<b>Measurable Outcome:</b>	Increase graduation rate through increased program completion. Students in our program for more than 20 days will be on track to complete courses with a 70% proficiency.
<b>Person responsible for monitoring outcome:</b>	Sheila Cruz (skcruz@volusia.k12.fl.us)
<b>Evidence-based Strategy:</b>	Professional development for teachers in social-emotional training.
<b>Rationale for Evidence-based Strategy:</b>	Students lack foundation in reading, math, and social skills. Additionally, students do not have positive relationships with teachers, staff, or many adults. Finally, students also lack regular school attendance.

**Action Steps to Implement**

1. Professional development for instructional staff in social-emotional training, blended learning, and effective PLCs in order to foster better teacher/student relationships.
2. Emphasis on graduation assurance through credit retrieval.
3. Remediation of foundations skills in math and reading.
4. Weekly goal setting strategies one on one with the teacher.

**Person  
Responsible** [no one identified]



**#3. Other specifically relating to ELA Proficiency**

**Area of Focus Description and 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.

**Measurable Outcome:** Students in our program for more than 20 days will be on track to complete course with a 70% proficiency. Weekly progress monitoring, course completions/quarterly grades on target with target date in Edgenuity.

**Person responsible for monitoring outcome:** Sheila Cruz (skcruz@volusia.k12.fl.us)

**Evidence-based Strategy:** Differentiation through scaffolding.

**Rationale for Evidence-based Strategy:** Scaffolding has a .82 effect size. The ELA proficiency not only showed low performance, but also nearly the greatest decline from the prior year, and the ELA component showed the lowest performance according to last year's EWS indicators. Student sin Alternative Ed tend to fall behind all other subgroups in GPA, EOCs, FSA, attendance, and graduation rate.

**Action Steps to Implement**

1. Assess individual student needs.
2. Provide supplementary resources.
3. Progress monitoring/Edgenuity.
4. Teacher/student ratio (small group).
5. Provide emotional/behavioral supports.
6. Guided notes.
7. Gradual release.
8. Break tasks into smaller pieces.
9. Professional development for the staff in social-emotional training. Blended learned and effective PLCs in order to foster better student/teacher relationships.
10. Emphasis on graduation assurance through credit retrieval.
11. Remediation of foundational skills in math and reading.

**Person Responsible** Sheila Cruz (skcruz@volusia.k12.fl.us)

**Additional Schoolwide Improvement Priorities**

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

**Productive PLCs :** Our PLC meets weekly to discuss student success and determine appropriate actions so that students will be more successful in class. Additionally, treatment personnel attend our meetings to assist the teachers. It's very effective to have all stakeholders together in one meeting on a regular basis to help student be more successful in class. All instructional personnel receive in-depth training in youth mental health, first aid, how to address a crisis including deescalation techniques.

**Positive teacher/student relationships:** Teachers use various techniques to get to know students as they enter the program. In addition, there are various programs that the teachers have implemented to celebrate student success. Students also receive much more one on one instruction to help them to be successful in class. As students begin to experience more success, they develop much better relationships with teachers and most adults.

**Classroom management:** addressing all aspects of affect and behavior are also offered in various staff development sessions.

**Culture and Climate:** The needs of all youth are met via support for all students. These include ESE, ELL, ESOL, 504, youth with social and emotional concerns, as well as homeless and migrant students. Our youth are at risk and we train and support educators to meet the needs of all unique issues as they arise.

**ESSA Subgroups:** We serve a diverse population as students come to our site from Volusia, St. Johns, Putnam and Flagler counties. The educators here have a variety of experience and are well trained in techniques to overcome barriers to instruction.

## 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.

At our site, we like to involve all stakeholders. However, there are very few instances where we work with parents. Most of our interactions are with the program personnel. We are a team that works closely together to see our students succeed. Teachers attend meetings and treatment team meetings with program. Additionally, program personnel are all involved in school activities and meetings.

### Parent Family and Engagement Plan (PFEP) Link

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