

Volusia County Schools

Volusia Regional Juvenile Detention Center



2021-22 Ungraded Schoolwide
Improvement Plan

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Volusia Regional Juvenile Detention Center

3840 OLD DELAND RD, Daytona Beach, FL 32124

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

Demographics

Principal: Thomas Soli J

Start Date for this Principal: 12/1/2016

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	3%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Alternative Education will assist in developing graduation assurance through a structured alternative program, during an unintentional break in the traditional school environment, by providing academic instruction through challenging and differentiated curriculum within a safe and positive learning environment.

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.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

We are a Juvenile Detention Center. Any youth arrested in Volusia, St Johns, Putnam, or Flagler counties, are detained in our facility, if admitted. The average stay is 10 calendar days, however we could have youth just over night or for several months. Our youth typically have several risk factors in addition to being incarcerated. A majority of our youth are from non-biological parents, have various special programs and even mental health issues.

Alternative Education strategies include: Differentiated Instruction, Developing Individual Skills, Advocate Appropriately, Social Skills, Behavior Modification, Cornell Note-Taking, Goal Setting/Progress Monitoring, and Gradual Release Models.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Johns, Dale	Principal	Administration - oversees 6 sites
Kirvan, Colleen	Assistant Principal	Administrative oversight of 4 residential sites
Plummer, Michael	Teacher, Career/ Technical	Technology input / TEAMS contact
Pelletier, Rebecca	School Counselor	DAC and SIP contact
Little, Rosalind	School Counselor	DOC, SMA/Beach House/RAP, DJRF - Counseling Services - Director
Cioffi, Joseph	Teacher, K-12	DJRF Dept Lead
Williams, LaKeshia	Teacher, K-12	DOC Lead Educator
Cruz, Sheila	Teacher, K-12	SMA Lead Ed
Vaughn, Alexis	Instructional Coach	Elementary Lead Education
Nass, Keri Lynn	Graduation Coach	TOA Lead Educator
Haigh, Tracy	Teacher, K-12	Contact for Riverview and Highbanks
Nazario, Lisette	School Counselor	Highbanks contact
Garbutt, Ann	School Counselor	Highbanks contact
Cotto, Maggie	Teacher, K-12	Riverview Contact

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Volusia County Schools

Demographic Information**Principal start date**

Thursday 12/1/2016, Thomas Soli J

Number of teachers with professional teaching certificates?

6

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

5

Total number of students enrolled at the school.

30

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	2	5	3	10	4	3	0	27	
Attendance below 90 percent	0	0	0	0	0	0	2	3	1	3	0	1	0	10	
One or more suspensions	0	0	0	0	0	0	2	2	1	5	0	1	0	11	
Course failure in ELA	0	0	0	0	0	0	1	2	3	6	3	2	0	17	
Course failure in Math	0	0	0	0	0	0	1	3	2	8	2	2	0	18	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	2	4	2	5	2	2	0	17	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	2	4	2	5	3	2	0	18	
Number of students with a substantial reading deficiency	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	2	4	3	8	4	2	0	23

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	1	0	0	1	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2	

Date this data was collected or last updated

Wednesday 8/4/2021

2020-21 - 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	4	5	12	9	2	0	32	
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
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	2	0	2	2	1	0	7	
Course failure in Math	0	0	0	0	0	0	0	1	1	2	2	0	0	6	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	3	4	4	4	0	0	15	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	3	3	6	4	1	0	17	

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	3	3	4	5	1	0	16

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	1	2	5	0	0	8	
Students retained two or more times	0	0	0	0	0	0	0	2	0	2	7	0	0	11	

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					54%	61%		57%	60%
ELA Learning Gains					53%	59%		56%	57%
ELA Lowest 25th Percentile					44%	54%		50%	52%
Math Achievement					55%	62%		54%	61%
Math Learning Gains					52%	59%		50%	58%
Math Lowest 25th Percentile					45%	52%		46%	52%
Science Achievement					61%	56%		64%	57%
Social Studies Achievement					72%	78%		75%	77%

Grade Level Data Review - State Assessments

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	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

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 Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

Progress monitoring through weekly Professional Learning Community meetings and review of Edgenuity reports.

Based on ESSA subgroup progress monitoring, which data component showed the most improvement? What new actions did your school take in this area?

Math. Through weekly progress meetings and consultation between Educators, individual adjustments are able to be made.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Reading. Fluency and Comprehension are areas of need, based on results from entry assessments.

What trends emerge across grade levels, subgroups and core content areas?

Trends are when youth have a strong reading level, of 3 or higher, academic gains are made at an expected pace. This is true across core subject areas and grade levels.

What strategies need to be implemented in order to accelerate learning?

A course completion wall has been instrumental in motivating youth to excel in their core subjects.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teacher Clarity program for teachers to develop success criteria.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our youth lack foundational Reading skills. These skill deficits create an ever widening chasm between achievement and expected levels of achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students in our program, for more than 20 days, will be on target to complete an ELA course with a passing grade toward credit acquisition. This will be evidenced through weekly progress monitoring, course completions and grading period grades/credits.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Grading period grades, weekly progress monitoring and formal transcripts will be monitored to determine outcome.

Person responsible for monitoring outcome:

Natalie Rooney (ndrooney@volusia.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiation via scaffolding

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

When looking at Hattie's model, scaffolding has a high .82 effect size. ELA proficiency, not only should perform at higher rates, but there should be a greater number of course completions. Students in Alternative Education tend to lag behind all other subgroups in the areas of GPA, EOC and FSA scores, attendance and graduation rates.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Individual focus on student learning gains through an individual evaluation of student's credits, test scores and GPA, the student's desired transition outcomes, and identifying a motivation for learning.
2. Assess individual student needs
3. Provide supplementary resources
4. Progress monitoring/Edgenuity
5. Teacher/Student ratio (small group; 1:1)
6. Provide emotional /behavioral supports
7. Guided notes
8. Gradual release
9. Break tasks down into small steps
10. Professional Development for Instructional staff in Social-Emotional Training, Blended Learning, and Effective PLC's. In order to foster better student - teacher relationships
11. Emphasis on graduation assurance through credit retrieval
12. Remediation of Foundational skills in Math and Reading

Person Responsible

Rebecca Pelletier (rpelleti@volusia.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Grading period grades, weekly progress monitoring and formal transcripts will be monitored to determine outcome.

#2. Instructional Practice specifically relating to Math**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our youth lack foundational Math skills. These skill deficits create an ever widening chasm between achievement and expected levels of achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students enrolled in our program, for 20 days or more, will be on track to complete a Math course with a passing grade. Weekly progress monitoring, course completions and grading period grades earned in Edgenuity will be on track with target dates etc

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Grading period grades, weekly progress monitoring and formal transcripts will be monitored to determine outcome.

Person responsible for monitoring outcome:

Harold McKay (hwmckay@volusia.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiation via scaffolding

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Math proficiency indicated low performance as well as an unacceptable gap between school and state levels. This technique has a high impact of student learning, being a .82 effect size when noting Hattie's model. Students in Alternative Education tend to lag behind all other subgroups in GPA EOC and FSA scores, attendance and graduation rates.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Individual focus on student learning gains through an individual evaluation of student's credits, test scores and GPA, the student's desired transition outcomes, and identifying a motivation for learning.
2. Assess individual student needs
3. Provide supplementary resources
4. Progress monitoring/Edgenuity
5. Teacher/Student ratio (small group; 1:1)
6. Provide emotional /behavioral supports
7. Guided notes
8. Gradual release
9. Break tasks down into small steps
10. Professional Development for Instructional staff in Social-Emotional Training, Blended Learning, and Effective PLC's. In order to foster better student - teacher relationships
11. Emphasis on graduation assurance through credit retrieval
12. Remediation of Foundational skills in Math and Reading

Person Responsible

Rebecca Pelletier (rpelleti@volusia.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to

Grading period grades, weekly progress monitoring and formal transcripts will be monitored to determine outcome.

all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#3. Instructional Practice specifically relating to Graduation**Area of Focus Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Graduation Assurance is an area of focus because students lack positive relationships with staff.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase the graduation rate through expedited record review and maintaining relevant and accurate record keeping. Alternative Education students tend to lag behind all subgroups in GPA's, EOC's, FSA's and graduation rate.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Upon entry into the program, each student's grades, scores, and transcripts will be evaluated and teachers and student will develop a plan for success. Academic courses are set with target dates for completion, and weekly progress monitoring will be examined by all teachers in a weekly Professional Learning Collaborative meetings. Interventions will be discussed and implemented by the teachers for any youth identified as needing an increase in their academic progress.

Person responsible for monitoring outcome:

Rebecca Pelletier (rpelleti@volusia.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Social and Emotional Learning and Professional Development for teachers. Educating staff in SEL, poverty awareness, and cultural sensitivity will impact healthy communication between student and instructor. When a strong rapport is established, youth feel safe to ask questions and take risks toward academic achievement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students in Alternative Education lack study skills and this will improve as the positive relations with adults will be developed and fostered. A stronger rapport between student and instructor yields a greater opportunity for academic gains.

Action Steps to Implement:

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Professional Development and Learning opportunities for instructional staff in Social Emotional Learning, Poverty Awareness, and Cultural Sensitivity Training, Blended Learning, and Universal Design for Learning, and effective weekly PLC meetings.
2. Emphasis on graduation assurance through credit retrieval.
3. Individual focus on student learning gains through an individual evaluation of student's credits, test scores and GPA, the student's desired transition outcomes, and identifying a motivation for learning.

Person Responsible

Rebecca Pelletier (rpelleti@volusia.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the

Transcript review, PLC attendance, PD participation.

41% threshold according to the Federal Index.

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.

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 and training: Social Emotional Learning, RULER, Universal Design for Learning, Blended Learning and Instruction, Poverty Awareness, and Cultural Sensitivity. Additionally, the Instructional team implements a Multi-tiered System of Supports and assesses the students Response to Intervention (MTSS/RtI), and the team works in conjunction within Professional Learning Communities (PLC), with the Problem Solving Team (PST) and the ESE Behavioral Support Team (BST). Together they review the progress monitoring data at both the grade level and the classroom level to identify the students who are either meeting/exceeding expectations or those who are at-risk for not performing at least a passing level on required state standards. For those students who are identified as at-risk, a multi-tiered system of supports are put into place to address the deficits and ensure grade-level proficiency as appropriate for the student. Based on the above information, the leadership team, teachers, and SAC identify priority professional development supports for the SIP. These needs drive professional development and the allocation of resources. The team collaborates, solves challenges, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team also facilitates the process of building a consensus, increasing infrastructure, and making decisions related to this 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 our students, parents, and staff, including all special needs groups.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Education -

- * weekly schoolmessenger phone calls/emails sent to every family explaining all the good things happening at the school at the Volusia Detention Center
- * weekly positive phone calls - each teacher makes between 1-3 positive phone calls a week
- * weekly meeting with Detention Program to promote and strategize
- *work with Detention Program to integrate their behavior management system into the education behavior management system for a seamless flow of communication