Daytona Juvenile Residential Facility

2021-22 Ungraded Schoolwide Improvement Plan

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Daytona Juvenile Residential Facility

1386 INDIAN LAKE RD, Daytona Beach, FL 32124

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

Demographics

Principal: Patricia Corr

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)	High School 6-12
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)	0%
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.

This High Risk Secured Intensive Residential Commitment program is contracted by the State of Florida, Department of Juvenile Justice. The mission is to provide a structured environment in a residential setting for a maximum of 30 male clients, ages 13-21, who have been adjudicated in court and committed by the State of Florida. The program is designed to provide rehabilitation for committed youth through performance contracting and behavior modification. The length of stay is 12 to 18 months.

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	Admin oversight- all 6 sights
Kirvan, Colleen	Assistant Principal	admin oversight- 4 residential sites
Plummer, Michael	Teacher, Career/Technical	Technology input/Teams contact
Pelletier, Rebecca	School Counselor	DAC and SIP contact
Cioffi, Joseph	Teacher, K-12	DJRF contact
Williams, LaKeshia	Teacher, K-12	DOC contact
Cruz, Sheila	Teacher, K-12	
Vaughn, Alexis	Instructional Coach	Riverview Contact
Nass, Keri Lynn	Teacher, K-12	Alt Ed contact
Haigh, Tracy	Teacher, K-12	
Schervish, Michael	Assistant Principal	Admin oversight - Sip Contact
Cotto, Maggie	Teacher, K-12	Riverview contact/ Teams contact
Jenkins, Steafon	Assistant Principal	Admin oversight- Highbanks
Nazario, Lisette	School Counselor	Counselor - Highbanks
Garbutt, Ann	School Counselor	Counselor- Riverview

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, Patricia Corr

Number of teachers with professional teaching certificates?
5

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.
3

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	0	0	0	1	1	1	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	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	1	1	1	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	1	1	1	0	3

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	1	0	0	0	1
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
Friday 6/4/2021

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	1	4	4	11	4	1	25
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	1	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	1	0	2	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	1	1	0	0	2

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	

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	3	4	4	2	0	13
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 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					52%	56%		51%	56%
ELA Learning Gains					49%	51%		47%	53%
ELA Lowest 25th Percentile					37%	42%		37%	44%
Math Achievement					48%	51%		49%	51%
Math Learning Gains					49%	48%		50%	48%
Math Lowest 25th Percentile					38%	45%		44%	45%
Science Achievement					76%	68%		71%	67%
Social Studies Achievement					69%	73%		66%	71%

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**
06	2021					
	2019					
Cohort Comparison						
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**
06	2021					
	2019					
Cohort Comparison						
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019					
Cohort Comparison						

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					
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	

ESSA Federal Index	
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?

In reflection to the areas of focus, within ESSA subgroups, progress monitoring reports are in place for weekly conference and discussion. Our stakeholders team meets and reviews areas of concern and isolates individual needs for graduation assurance.

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

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

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?

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

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

Lack of 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

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

MATH/ELA Proficiency best practices in the classroom remediation of Math and Reading skills, Continue productive PLC's and monitoring meetings, develop positive teacher/student relationships, increase in course completions / graduation assurance through credit retrieval, successful transition back to zoned school, increase in graduation assurance rate.

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.

There will be eight faculty meetings, both school and district lead, that will provide everyone an opportunity to develop professional skills in teacher clarity, success criteria, profile of environments, curriculum, and teaching supports.

Part III: Planning for Improvement

Areas of Focus:

#1. 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.	Math Proficiency - 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: 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 track to complete course with 70% proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Weekly progress monitoring, course completions/quarterly grades, on target with target date in Edgenuity.
Person responsible for monitoring outcome:	Joseph Cioffi (jmcioffi@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Differentiation through scaffolding
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 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. Assess individual student needs
2. Provide supplementary resources
3. Progress monitoring/Edgenuity
4. Teacher/Student ratio (small group; 1:1)
5. Provide emotional /behavioral supports
6. Guided notes
7. Gradual release
8. Break tasks down into small steps
9. Professional Development for Instructional staff in Social-Emotional Training, Blended Learning, and Effective PLC's. 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	Joseph Cioffi (jmcioffi@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	Weekly progress monitoring, course completions/quarterly grades, on target with target date in Edgenuity.

the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

#2. 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.

ELA Proficiency -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:
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 track to complete course with 70% proficiency.

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

Weekly progress monitoring, course completions/quarterly grades, on target with target date in Edgenuity.

Person responsible for monitoring outcome:

Joseph Cioffi (jmcioffi@volusia.k12.fl.us)

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

Differentiation through scaffolding

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 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. Assess individual student needs
2. Provide supplementary resources
3. Progress monitoring/Edgenuity
4. Teacher/Student ratio (small group; 1:1)
5. Provide emotional /behavioral supports
6. Guided notes
7. Gradual release
8. Break tasks down into small steps
9. Professional Development for Instructional staff in Social-Emotional Training, Blended Learning, and Effective PLC's. 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   [no one identified]

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

Weekly progress monitoring, course completions/quarterly grades, on target with target date in Edgenuity.

the Area of Focus as it relates to 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- Students lack study skills, confidence, motivation, and 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 graduation rate through increased program completion. Students in our program for more than 20 days will be on track to complete course with 70% proficiency

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

Weekly progress monitoring, course completions/quarterly grades, on target with target date in Edgenuity.

Person responsible for monitoring outcome:

Rosalind Little (ralittle@volusia.k12.fl.us)

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

Professional Development for teachers in Social Emotional Training, Blended learning, poverty awareness and cultural sensitivity.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Social Emotional learning

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 for Instructional staff in Social- Emotional Training, Blended Learning, and Effective PLC's. In order to foster better student - teacher relationships
2. Emphasis on graduation assurance through credit retrieval
3. Remediation of Foundational skills in Math and Reading
4. Weekly Goal setting strategies one on one with teacher/student

Person Responsible

Rosalind Little (ralittle@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.

Weekly progress monitoring, course completions/quarterly grades, on target with target date in Edgenuity.

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.

At our site, we 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 with our buildings staff to enable student success. Educators and staff personal attend meetings and treatment team meetings with program and the betterment of students. Additionally, program personnel are all involved in school activities and meetings.

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

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.