

Volusia County Schools

Highbanks Learning Center



2021-22 Ungraded Schoolwide Improvement Plan

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Highbanks Learning Center

336 E HIGHBANKS RD, Debary, FL 32713

<http://myvolusiaschools.org/alternative-education/pages/riverview-and-highbanks-learning-centers.asp>

Demographics

Principal: Jay Strother B

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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.

Highbanks Learning Centers provide short-term Alternative Education Programs for approximately 200 middle/high school students (grades 6-12) who live on the east and west side of Volusia County. These programs are designed to address behavioral problems of middle and high school students. The students in these programs are temporarily removed from their zoned school because of disruptive behavior and/or have committed an offense which may warrant expulsion from the school district. Recommendation for placement is made by the District Student Placement Committee, the IEP committee, or the Assistant Superintendent.

The therapeutic component provides a personalized mental health treatment plan that carefully monitors the counseling needs of individual students. Counseling may be provided in a group or individual setting and will address specific behavioral skills that need to be mastered by the student. The student is an active participant in the development of personal behavioral goals as part of this plan.

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	Assistant Principal that oversees four alternative education sites.
Cotto, Maggie	Teacher, K-12	Riverview contact, department head, and Teams contact
Plummer, Michael	Teacher, Career/ Technical	Technology leader/Teams contact
Jenkins, Steafon	Assistant Principal	Administrator that oversees Riverview Learning Center
Pelletier, Rebecca	School Counselor	DAC, SAC, and SIP Contact
Haigh, Tracy	Administrative Support	TOA Highbanks Learning Center and Title 1 Contact
Schervish, Michael	Assistant Principal	Administrator for Highbanks Learning Center, ESE Administrator, and SIPS Contact
Little, Rosalind	School Counselor	Certified School Counselor/ Scheduling- Stewart Marchman
Nazario, Lisette	School Counselor	Certified School Counselor/ Scheduling- Highbanks Learning Center
Garbutt, Ann	School Counselor	Certified School Counselor/ Scheduling- Riverview Learning Center
Cioffi, Joseph	Teacher, K-12	DJRF Contact
Cruz, Sheila	Teacher, K-12	SMA Contact
Nass, Keri Lynn	Teacher, K-12	Alt Ed Contact
Vaughn, Alexis	Teacher, K-12	Riverview Contact
Williams, LaKeshia	Teacher, K-12	DOC Contact

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

Demographic Information

Principal start date

Thursday 12/1/2016, Jay Strother B

Number of teachers with professional teaching certificates?

9

Number of teachers with temporary teaching certificates?

0

Total number of teacher positions allocated to the school.

9

Total number of students enrolled at the school.

55

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	2	0	1	1	3	8	25	6	2	1	1	50
Attendance below 90 percent	0	0	2	0	1	0	1	7	19	6	2	1	0	39
One or more suspensions	0	0	2	0	1	0	3	7	17	5	2	1	1	39
Course failure in ELA	0	0	0	0	0	0	0	6	19	5	2	1	1	34
Course failure in Math	0	0	0	0	0	0	3	7	19	5	2	1	1	38
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	1	1	5	19	3	1	0	1	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	1	2	7	20	3	1	0	0	34
Number of students with a substantial reading deficiency	0	0	0	0	0	1	1	5	19	3	1	0	1	31

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	2	0	1	1	3	8	24	6	2	1	1	49

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	1	6	2	2	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	1	6	1	0	0	0	8

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	3	3	4	8	2	1	1	22
Attendance below 90 percent	0	0	0	0	0	0	0	1	1	1	2	1	0	0	6
One or more suspensions	0	0	0	0	0	0	0	2	0	3	1	1	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	1	0	0	3	1	0	0	5
Course failure in Math	0	0	0	0	0	0	0	1	1	0	2	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	3	1	1	3	1	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	3	2	2	5	2	0	0	14

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	2	1	6	0	0	0	12

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	2	1	0	4	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2

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%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
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	0%	50%	-50%	54%	-54%
Cohort Comparison		0%				
07	2021					
	2019	0%	47%	-47%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	50%	-50%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	0%	51%	-51%	55%	-55%
Cohort Comparison		0%				
10	2021					
	2019	0%	50%	-50%	53%	-53%
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%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019	0%	48%	-48%	55%	-55%
Cohort Comparison		0%				
07	2021					
	2019	0%	47%	-47%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	9%	29%	-20%	46%	-37%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019	0%	57%	-57%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	72%	-72%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	13%	68%	-55%	71%	-58%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	63%	-63%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	19%	54%	-35%	61%	-42%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	55%	-55%	57%	-57%

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 reports are in place for weekly updates and discussion. We have PLC, Leadership Teams, and Instructional teams, that meet and review areas of concern and 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?

Using the Edgenuity educational program and course completions, Science showed the most improvement.

We implemented Professional Development for instructors and staff, reading interventions, social emotional training, PLC and progress monitoring tools and tracking.

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 also lack goal setting skills

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

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, teacher Clarity, remediation of Math and reading skills. Continue PLC's and monitoring meetings, develop positive teacher/student relationship, increase course completions, graduation assurance through credit retrieval, successful transition back to zoned school, increase in graduation 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 are 8 professional development sessions scheduled for teachers, to provide an opportunity to develop professional skills in teacher clarity, success criteria, 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 program, 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 will be on track to complete 85% of the 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 Edgenuity.

Person responsible for monitoring outcome:

Michael Schervish
(mjscherv@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). ELA proficiency showed low performance, nearly the greatest decline from the prior year, and had nearly the greatest gap when compared to the state averages.

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 need.
2. Provide supplementary resources
3. progress monitoring/edgenuity
4. Provide emotional behavior supports
5. Guided notes
6. Break tasks down into small steps
7. Professional Development for Instructional staff in social-emotional training, blended learning, and effective PLC's. to foster better teacher/student relationships
8. emphasis on graduation assurance through credit retrieval
9. Remediation of Foundational skills in Math and Reading

Person Responsible

Michael Schervish
(mjscherv@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 edgenuity.

#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 program, 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 will be on track to complete 85% of the 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 Edgenuity.

Person responsible for monitoring outcome:

Michael Schervish
(mjscherv@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). ELA proficiency showed low performance, nearly the greatest decline from the prior year, and had nearly the greatest gap when compared to the state averages.

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 need.
2. Provide supplementary resources
3. progress monitoring/edgenuity
4. Provide emotional behavior supports
5. Guided notes
6. Break tasks down into small steps
7. Professional Development for Instructional staff in social-emotional training, blended learning, and effective PLC's. to foster better teacher/student relationships
8. emphasis on graduation assurance through credit retrieval
9. Remediation of Foundational skills in Math and Reading

Person Responsible

Michael Schervish
(mjscherv@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 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, we work primarily with students and parents. We are a team that works closely together with our buildings staff to enable student success. Educators and staff attend professional development workshops for the betterment of students. 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, families, Behavior specialist, Mental Health Specialist, guidance councilor's, all available at the school site.