

Volusia County Schools

Riverview Learning Center



2021-22 Ungraded Schoolwide Improvement Plan

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Riverview Learning Center

801 N WILD OLIVE AVE, Daytona Beach, FL 32118

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

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	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.

Riverview Learning Centers provide short-term Alternative Education Programs for approximately 100 middle/high school students (grades 6-12) who live on the east side of Volusia County. This program is designed to address behavioral problems of middle and high school students. The students in this program 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.

iABLE (Intensive Academic Behavioral Learning Environment) provides a specialized program designed to meet the needs of students (K-12) with intense emotional and behavioral needs. The program consists of the following six components: therapeutic, academic, social-emotional learning, community experience, bus behavior and attendance. Each component utilizes a research-based, data driven approach to decrease behavioral intensity and enhance student success.

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	Administrator for 6 VCS-Alternative Education sites.
Kirvan, Colleen	Assistant Principal	Administrator for 4 VCS-Alternative Education sites
Jenkins, Steafon	Assistant Principal	Administrator assigned to Riverview Learning Center
Schervish, Michael	Assistant Principal	Administrator assigned to Highbanks Learning Center
Haigh, Tracy	Other	TOA assigned to RLC & HLC
Cotto, Maggie	Teacher, K-12	Lead Teacher
Garbutt, Ann	School Counselor	School Counselor @ RLC
Nazario, Lisette	School Counselor	School Counselor @ HLC
Little, Rosalind	School Counselor	School Counseling Director

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, Thomas Soli J

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.

25

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

0

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

4

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	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	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	0	
Number of students with a substantial reading deficiency	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	1	0	2	0	1	1	4	10	19	5	1	2	0	46	

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	3	3	0	1	0	9	
Students retained two or more times	0	0	0	0	0	0	0	0	6	1	0	1	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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	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	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	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	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 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	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%				
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	0%	29%	-29%	46%	-46%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	0%	68%	-68%	71%	-71%
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	0%	54%	-54%	61%	-61%
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 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?

ELA/Reading proficiency. Based on grades and past assessment scores, Students lack foundation in reading & ELA skills.

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

Trends are when youth have a reading level, of 3 or higher, academic gains are made when students complete assignments at the expected pace. This is can be applicable across all core subject areas and grade levels.

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

A course completion incentive program and recognition wall have 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.

District wide Teacher Clarity book study and webinars are provided 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.

Alternative Education students generally lack foundational reading skills. The achievement gap between current levels and expected levels are a result of the reading skill deficits.

Measurable Outcome:

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

Students enrolled at this site, for more than 20 days, will be on target to complete an ELA course with a passing grade toward earning credit or quality points. This will be evidenced through weekly progress monitoring, course completions and final grades.

Monitoring:

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

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

Person responsible for monitoring outcome:

Maggie Cotto (macotto@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. Guided notes
2. Gradual release
3. Progress monitoring for active courses.
4. Supplementary resources
5. Teacher / student ratio (10:1, small group activity)
6. Provide emotional and behavioral supports
7. Opportunities for credit retrieval and course remediation
8. Assess and accommodate individual student needs.
9. Provide remediation of foundational skills as needed.
10. Credit checks with emphasis on graduation assurance.

Person Responsible

Maggie Cotto (macotto@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.

Marking period grades, weekly progress monitoring and focus grade reports and 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.

Alternative Education student generally lack foundational math skills. These skill deficits are the basis of the achievement gap between the current levels and the 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 at our site for 20 days or longer, will be on track to complete their core classes and demonstrate proficiency at 70% or better.

Monitoring:

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

Marking period grades, weekly progress monitoring and focus grade reports will be monitored to determine outcome.

Person responsible for monitoring outcome:

Ann Garbutt (oagarbut@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 skill deficiency is indicated when the students proficiency score is less than Level 3 and results is an unacceptable achievement 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. Guided notes
2. Gradual release
3. Progress monitoring for active courses.
4. Supplementary resources
5. Teacher / student ratio (10:1, small group activity)
6. Provide emotional and behavioral supports
7. Opportunities for credit retrieval and course remediation
8. Assess and accommodate individual student needs.
9. Provide remediation of foundational skills as needed.
10. Credit checks with emphasis on graduation assurance.

Person Responsible

Maggie Cotto (macotto@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%

Marking period grades, weekly progress monitoring, course completions and focus grade reports.

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 positive relationships within the school environment.

Measurable Outcome:

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

Students enrolled at our site for 20 days or greater will demonstrate proficiency by completing courses or quarters at 70% or better.

Monitoring:

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

Weekly progress reports, PLC collaboration, focus grade reports, and transcript evaluations.

Person responsible for monitoring outcome:

Ann Garbutt (oagarbut@volusia.k12.fl.us)

Evidence-based Strategy:

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

Ongoing professional development on topics related to SEL, poverty awareness, and cultural sensitivity will impact healthy communication to aid in building positive relationships between student and school staff.

Rationale for Evidence-based Strategy:

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

Research indicates that developing a rapport with students is the foundation to establishing appropriate meaningful relationships within the school environment. Research also indicates positive relationships have a direct correlation to increased school attendance, a reduction in negative behaviors or referrals, and improved academic performance. Often students will feel safe to ask questions and take risks toward academic achievement.

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. Continued professional development
2. Weekly progress monitoring
3. Weekly PLC collaboration
4. Assess student academic needs
5. Create opportunities for course remediation and credit retrieval to impact graduation assurance.

Person Responsible

Ann Garbutt (oagarbut@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 of Edgenuity courses and recording course completions/quarterly grades in focus.

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.

School based personnel actively participates in the Educational process through -

- * Daily green slips to communicate positive outcomes related to behavior and academics to parents.
- * Weekly positive phone calls - each teacher makes between 1-3 positive phone calls a week
- * Participate in re-entry meetings as needed when students return to their zoned school.
- * Collaborate with community based agencies (DCF, DJJ, HBS) to ensure continuity of services being provided to meet the needs of individual students.

In addition, we involve parents, family, the behavior specialist, mental health specialist, guidance counselor, and all other educators on site as appropriate.