Dept. Of Corrections Educational Program

2021-22 Ungraded Schoolwide Improvement Plan

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Dept. Of Corrections Educational Program

1300 RED JOHN DR, 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 8-12
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)	27%
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.

The faculty and staff of Alternative Education, working together with area schools, families and community stakeholders, will meet the educational needs of all students by providing academic instruction through challenging and differentiated curriculum. Alternative Education will provide a safe and positive learning environment in order to ensure all students have an opportunity for academic success.

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.

Educational services are provided to incarcerated secondary students, age 14-18 using the following strategies: Differentiated Instruction, Developing Individual Skills, Advocate Appropriately, Social Skills, Behavior Modification, Cornell Note-Taking, One Binder System, Goal Setting/Progress Monitoring, and Gradual Release Model.

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
Kirvan, Colleen	Assistant Principal	Administrative oversight of 4 residential sites
Little, Rosalind	School Counselor	
Williams, LaKeshia	Teacher, ESE	
Johns, Dale	Principal	Administrative oversight of six (6) sites
Plummer, Michael	Other	CTE Instructor / DLTL
Pelletier, Rebecca	School Counselor	SIP - DAC Contact
Nass, Keri Lynn	Teacher, K-12	
Cioffi, Joseph	Teacher, K-12	DJRF Contact
Garbutt, Ann	School Counselor	Riverview
Nazario, Lisette	School Counselor	Highbanks
Jenkins, Steafon	Assistant Principal	RLC Admin
Cruz, Sheila	Teacher, K-12	SMA Contact

Is education provided through contract for educational services?

Yes

If yes, name of the contracted education provider.

Volusia County School District

Demographic Information

Principal start date
Thursday 12/1/2016, Patricia Corr

Number of teachers with professional teaching certificates?
1

Number of teachers with temporary teaching certificates?
0

Total number of teacher positions allocated to the school.
1

Total number of students enrolled at the school.
2

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.
0

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	1	0	1	0	0	0	2
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	1	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	1	0	1	0	0	0	2
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	1	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	0	1	0	0	0	2
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	1	0	1	0	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	1	0	1	0	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	1	1	0	0	0	2

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

Date this data was collected or last updated
Friday 8/27/2021

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	2	2
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	0	0	
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	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	

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	2	2

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	1	0	0	0	1

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
08	2021					
	2019					
Cohort Comparison						
09	2021					
	2019					
Cohort Comparison		0%				
10	2021					
	2019					
Cohort Comparison		0%				

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

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	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 is a part of our best practices. Students progress and performance is monitored weekly and reviewed with stakeholders to address any areas of concern. Weekly progress monitoring allows teachers to isolates problem areas and provide interventions or accommodations to meet the individual academic needs of each student.

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

Math and ELA proficiency met the minimum mandatory FSA scores that are required to meet graduation requirements. Edgenuity virtual platform was added for blended learning.

> **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 and ELA are areas which continue to significantly impact the district graduation rate. Students are required to pass an End of Course exam to earn a standard high school diploma.

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

The lack of foundational skills and proficiency in Math and ELA are often due to factors such as attendance, referrals and the lack of positive relationships on campus.

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

Productive PLC's and weekly progress monitoring allow teachers to identify academic students needs which lead to course completions and developing positive relationships. Positive relationships improve school attendance and behavioral accountability which positively impacts attendance.

> **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.**

Early release dates are established on the district calendar to provide time for district lead professional development. Days are also set aside for school based PD choices.

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.	Students proficiency in ELA is measured annually with state standardized testing. Students scoring in the lowest quartile, lack proficiency or perform below average in ELA related skills (writing & reading).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students enrolled in our academic setting for greater than 20 academic school days and completes coursework demonstrating mastery of skills will be on track to complete the quarter/semester course curriculum with a grade of 70% or better.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Weekly progress monitoring will be used to identify areas of concern, implement skill remediation or accomodations in order to determine if a student is on track based upon benchmarks set by the district curriculum maps.
Person responsible for monitoring outcome:	LaKeshia Williams (lswilli1@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.	Alternative Education students are likely to have indicators that identify them as "at risk" on the state reported Early Warning System (EWS) . These indicators are consistent with the identified subgroups in areas such as GPA, EOC, FSA scores, attendance and graduation rates for students who perform in the lowest quartile.

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.

+Academic needs assessment for each individual student.
+Provide supplementary resources
+PLC collaborative planning
+Weekly progress monitoring
+Small group ratio (< 3:1)
+Guided notes
+Gradual release model (instruction in small increments)
+Credit retrieval opportunities provided towards graduation assurance.

Person Responsible	LaKeshia Williams (lswilli1@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 associated with each grading period.

#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.	Students proficiency in Math is measured annually with state standardized testing. Students scoring in the lowest quartile, lack proficiency or perform below average in math related skills.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students enrolled in our academic setting for greater than 20 academic school days and completes coursework demonstrating mastery of skills will be on track to complete the quarter/semester course with a grade of 70% or better.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Weekly progress monitoring will be used to identify areas of concern, implement skill remediation or accommodations in order to determine if a student is on track based upon benchmarks set by the district curriculum maps.
Person responsible for monitoring outcome:	LaKeshia Williams (lswilli1@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.	Alternative Education students are likely to have indicators that identify them as "at risk" on the state reported Early Warning System (EWS) . These indicators are consistent with the identified subgroups in areas such as GPA, EOC, FSA scores, attendance and graduation rates for students who perform in the lowest quartile

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.

+Academic needs assessment for each individual student.
+Provide supplementary resources
+PLC collaborative planning
+Weekly progress monitoring
+Small group ratio (< 3:1)
+Guided notes
+Gradual release model (instruction in small increments)
+Credit retrieval opportunities provided towards graduation assurance.

Person Responsible	LaKeshia Williams (lswilli1@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 related to each grading period.

#3. Other specifically relating to Graduation Assurance

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Research indicates that students who develop 1 or more significant relations with a faculty or staff member are more likely to demonstrate improvement in 1 or more of the previously identified "at risk" categories such as attendance and courses failed, thus resulting in a greater likelihood of completing the requirements to earn a standard high school diploma.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students enrolled in our academic setting for greater than 20 academic school days and completes coursework demonstrating mastery of skill at 70% or better will be on track to complete the quarter/semester curriculum for their designated grade level. Students performing at this level increase the number of course completions towards meeting the requirements to earn a standard high school diploma.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Students will meet (virtually or in person) with a school counselor at least 1x per semester to review their academic course history and credit required checklist.
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.	Strategies are provided through ongoing professional development in the areas of Social Emotional Learning, Social Justice Restoration and professional best practices.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Many students who have been identified as "at risk" on the state reported Early Warning System (EWS) often lack the skills to develop positive and meaningful relationships with peers and adults. These indicators are also consistent with the identified subgroups in areas such as GPA, EOC, FSA scores, attendance and graduation rates for students who perform in the lowest quartile.

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.

+Academic needs assessment for each individual student.
+Weekly progress monitoring within school based PLC
+Quarterly district PLC
+Identify opportunities for credit retrieval.
+Professional development
+Complete and review Graduation Plan for Success (GPS) at least 1x per semester for each 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 and participating in a PLC will provide insight on the individual student needs (academic & SEL).

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.

Professional Learning Committees are established at each alternative education site. The committee consist of all internal and external stakeholders (teachers, para, school counselor, administrator, and program staff). Committee meetings are held weekly to review each student individually in the area of academics and behavioral. Students have an opportunity for input or the have their concerns addressed by submitting a PLC request through one note. Continuing an ongoing dialogue with teachers and having platform that allows students to have a voice promotes a positive school culture and environment. It promotes communication between all parties, it reflects trust, respect and clear expectations that are foundational to the success of all students. All stakeholders play an essential role in the development of and implementation of school improvement plans.

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

+See the list membership list from Section 1: School information
+Volusia County Department of Corrections Staff (as assigned)